DOCUMENT RESUME

ED 103 844 CS 201 874

AUTHOR	Stewart, Sandra
TITLE	Course Countdown: A Quantitative Study of Canadian Literature in the Nation's Secondary Schools.
INSTITUTION	CANLIT, Toronto (Ontario).
SPONS AGENCY	Canadian Council of Teachers of English.; Ontario Council for the Arts, Toronto.; Ontario Council of Teachers of English, Toronto (Ontario).; York Univ., Toronto (Ontario). Glendon Coll.
PUB DATE	Jun 74
NOTE	40p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Charts; Course Evaluation; *Curriculum Evaluation; *Literature Programs; *National Surveys; Secondary Education; Teaching
IDENTIFIERS	Canada; *Canadian Literature

ABSTRACT

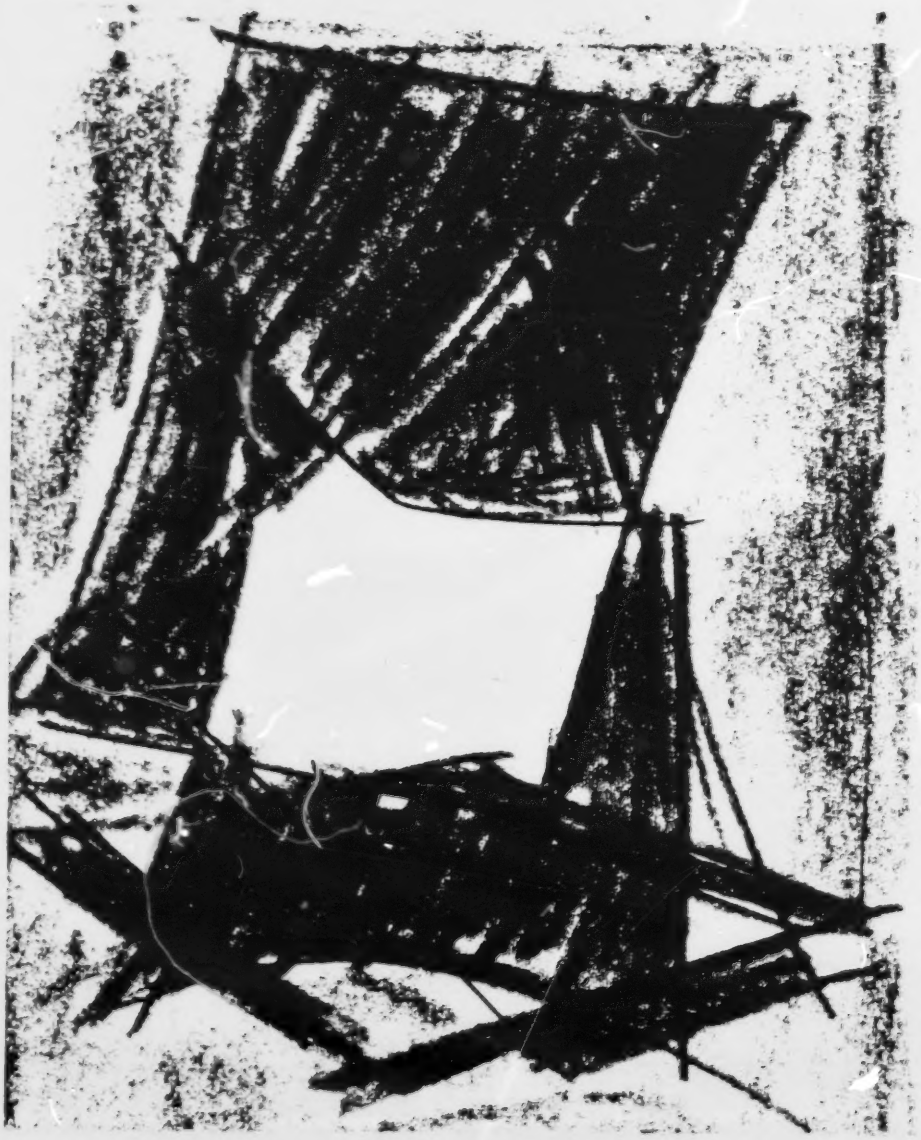
This report of a study of Canadian literature in Canada's secondary schools is divided into four major sections. The first section describes the collection, processing, and analysis of information for the study. A four page survey was mailed to the chairpersons of English departments in 20 percent of Canada's public and Catholic secondary schools. The second section explains that French schools are not included in this survey because so few French schools replied to the survey. The third section charts the results from the survey of English schools. From an analysis of these figures, it is concluded that outside of Ontario 89 percent of the schools offered either no Canadian literature or only a minimal amount. Based on these same charts, however, it appears Canadian literature will be taught to a greater extent in these secondary schools in the future. Section 4 is a teacher's directory, listing the names and addresses of teachers who have developed courses in Canadian literature and who are willing to share information with others. (TS)

ED103844

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CS

COURSE COUNTDOWN



CS 201 874

This study was funded by:
Ontario Arts Council,
Glendon College,
Canadian Council of Teachers of English,
Ontario Council of Teachers of English,
and began as part of an Opportunities For Youth project.

Researched and produced with the help of Gail Donald, Marie Amyot, Jane King, Institute of Behavioural Research, Delores Broten, Norah Rubinski, and Margery Fee; with special thanks to Dr. Don Willmott, Chairman, Dept. of Sociology, Glendon College.

Cover and illustrations by Peter Birdsall.

Copyright© June 1974 by CANLIT, York Hall, Glendon College, 2275 Bayview Ave., Toronto, Ont.

Typeset at Dumont Press Graphix, Kitchener, Ont.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

CANLIT

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

More than 800 copies of **Course Countdown** were distributed free at the time of publication. Please help us to get the remaining ones out of our office. Have one sent to a friend, your local library, or an administrator you think might be (or should be) interested. Priority for free copies, accompanied by postage, will be given to requests from individual teachers and teachers' unions and federations. All other orders should include a money order made out to CANLIT to cover production costs of **40 cents** per copy. Because we do **not** have further funds for postage, **all orders** must be accompanied with the necessary postage.

1st class

1 copy - **20 cents** postage
2-4 copies - **54 cents** postage

parcel post

5-8 copies - **45 cents** postage
9-12 copies - **65 cents** postage
more than **12** copies - postage equivalent to **5 cents** per copy

Address requests to:
Course Countdown,
c/o CANLIT,
Rm. C 109, York Hall,
Glendon College,
2275 Bayview Ave.,
Toronto, Ont.

COURSE COUNTDOWN

A quantitative study of Canadian literature in the nation's secondary schools

By Sandra Stewart

Table of contents

Section I: The collection, processing, and analysis of our information	5
Section II: The French sample	5
Section III: The English sample	
A] The Sample: 3 perspectives	6
B] The Schools: 2 perspectives	7
C] Canadian literature in our schools	8
D] Outlook for the future	15
E] Other factors influencing the teaching of our literature	15
F] Focusing on the classroom	21
G] Teachers' views	26
Section IV: Teacher directory	30

List of tables

Table	Title	Page
1	Provincial representation in the national sample	6
2	Regional representation in the national sample	6
3	Sample distribution by population group	6
4	Student enrollment	7
5	Number of streams in school	7
6	Distribution of the streams	7
7	Schools offering a concentrated course	8
8	Schools within each region offering concentrated course	8
9	National distribution of concentrated courses by region	8
10	Schools within each population group offering concentrated course	9
11	National distribution of concentrated courses by population group	9
12	Number of students taking concentrated course	9
13	Number of years concentrated course available	10
14	Restrictions on concentrated course	10
15	Restrictions in the Ontario sample	10
16	Schools offering course with some emphasis	11
17	Canadian content reported in Barometer Rising	11
18	Canadian content by genre reported in Barometer Rising	11
19	Number of students taking course with some emphasis	12
20	Number of years course with some emphasis available	12
21	Restrictions on course with some emphasis	12
22	Sample distribution of course types	13
23	Sample distribution, without Ontario, of course types	14
24	Schools within each region teaching no Canadian literature	14
25	Schools by population group teaching no Canadian literature	14
26	Future changes anticipated	15
27	Adequacy of provincial government guidance	15
28	Adequacy of provincial guidance within each region	16
29	1972-73 provincial curricula	17-19
30	Access to sources and the teaching of our literature	16
31	Schools including works of regional interest	21
32	Authors studied for regional interest	28-29
33	Authors' visits to schools	25
34	Students' reactions to visiting authors	26
35	Provincial breakdown of authors' visits	27
	University courses in Canadian literature, 1962-1973	20-23

Distribution of Course Countdown

Among those receiving a free copy of Course Countdown at time of publication were:

- **participants of the survey**
- **participants of the directory**
- **English school boards**
- **university English departments**
- **university libraries**
- **teachers' associations and federations**
- **home and school associations**
- **educational publications and organizations**
- **Independent Publishers Association**
- **Canadian Book Publishers Association**
- **major news media**
- **Canada Council**
- **Canadian Writers' Union, and**
- **Unesco Education Division**

Section I: *The collection, processing, and analysis of our information*

Sampling method

We chose to mail our 4 page survey to the 'Head of the English Department' in 20% of the nation's public and catholic secondary schools. No privately funded institutions were approached. Since comprehensive school directories seemed available from only Newfoundland and Ontario, we had to rely on a list of schools from **Progress Schools**, a 1969 publication by Maclean-Hunter. These 2,050 schools (grades 7-12, or 13) were "provincial school listings cross-checked where possible with school lists received by some, but not all, school boards".

In June 1973, 410 schools representing 20% of the schools in each of the 10 provinces received a questionnaire. After each of the 2,050 schools was classified into one of 6 population groups, a random sample was chosen proportionate to those population groups. For example, if 50% of the province's 100 schools were in towns of under 5,000 population, then 50% of the sample was to represent towns of that category. Since our sample for the whole province was to be 20%, then 10 schools would be chosen from that group. Population figures were from the 1971 census.

English schools received a questionnaire in English, and French schools in Quebec received the same questionnaire translated into French. Follow-up notes were used to encourage returns. After this first mailing, response was 35%, better than most surveys conducted by mail, but not good enough to produce sound results. A second mailing was done at the end of August to those from whom we had no reply. Our returns increased but CANLIT's funds were exhausted.

In January after four months of searching for funds, we decided to continue the goal being production of this report. It was a risk for we had no assurance of major funds. Small grants from both Glendon College and the Ontario Arts Council provided immediate expense money. Finally in mid-March 1974, the OAC awarded CANLIT substantial funds assuring completion of the survey and the production of this report.

A study of the English returns revealed responses were not high enough in some populations groups of Quebec, New Brunswick, Newfoundland, and Prince Edward Island. A more complete list of English schools in Quebec was found, and more questionnaires were mailed in January 1974. The attempt to get a French sample had to be re-evaluated and our decision is explained in Section II: The French Sample. At the end of January we had a response of 59.3% from 376 English questionnaires mailed.

Processing the information

Every attempt has been made to present our findings in a straight-forward scientific manner. While the bulk of the information was suitable for machine processing by the Institute of Behavioural Research, York University, there were subjective comments which also had to be presented in the most accurate way possible. Coding for machine processing was done by the author. Professional advice at this stage was received from Dr. Don Willmott, Chairman of the Glendon College Sociology Department, and from individuals at IBR.

Analysis

After a careful examination of the data, certain cross-tabulations were requested to make our investigation more thorough. Dr. Willmott acted as consultant during the writing of the results of the English sample.

Section II: *The French sample*

CANLIT's attempt to get a French sample from Quebec was unsuccessful. Originally we planned to compare the results between the English and French samples. We wanted to determine if, in our sample, Quebecois writers in French schools were studied to the same extent as English Canadian writers in English schools or if indeed there were differences. Our intention was probably not only over-ambitious given our resources, but also politically ambiguous.

The list of French schools we had acquired for the June 1973 mailing was incomplete. From 34 questionnaires mailed we received only 4 returns. In January, 1974, a second effort was made to get a French sample, although considerable doubt was expressed by some members of the Sociology Department at Glendon College. A new list of schools was found (Repertoire Des Organismes et Des Ecoles, from the Quebec Ministry of Education) and 141 questionnaires were mailed. This represented, as in the other provinces, 20% of the schools listed. Only 29 returns trickled in.

In February Marie Amyot, a Quebecoise student at Glendon College, went to Quebec City to the Superior Council of Education. From there she telephoned the 112 schools which had not replied but reached only 24 schools. Only a small number of schools reached by phone completed and returned the questionnaire.

One of the difficulties in reaching the schools, by phone or by mail, was that many changes have occurred in the Quebec school system in recent years. Many schools we had chosen as separate elements of our sample were amalgamated in one "Commission Scolaire Regionale", and considered "pavillons". Other schools had changed their name, were turned into primary schools, or had simply been closed.

Less than 20% of the French questionnaires were returned. Thus the French sample was not sufficiently representative to warrant computerizing the data for comparison with the English returns.

It is very clear that if such a study of the French schools were to be done, it would have to originate within the province of Quebec, minimizing the language, cultural, and political factors which no doubt largely determined our low response.

Section III: *Results from the English sample*

Throughout this section the questions posed by CANLIT on the questionnaire will appear in dark print following the word CANLIT. Many tables are presented and in most the column headings are self-explanatory. The following definitions will help to clarify the others:

Frequency refers to the numbers of questionnaires represented in an individual column.

Adjusted frequency represents the numbers of questionnaires with the "no response" or "not applicable" cases excluded.

Adjusted % represents the percent of questionnaires based on the adjusted frequency.

Where a column of **cumulative adjusted** % is included in a table, this represents the systematic addition of one row of adjusted percentages to that of the row above until the total is equal to 100.0%.

A. The sample: 3 perspectives

The sample: a national perspective

CANLIT: 'n what province is your school?

Table 1 indicates the number of questionnaires sent to each province and the percentage of the total sample that that number represents. It also gives the number of completed questionnaires returned from each province and the percentage of the final sample that that number represents.

Table 1: Provincial representation in the national sample

Province	No. of schools in total sample	% of schools in total sample	No. of schools in final sample	% of schools in final sample
British Columbia	55	14.6%	32	14.3%
Alberta	46	12.2%	27	12.1%
Saskatchewan	20	5.3%	10	4.5%
Manitoba	29	7.7%	16	7.2%
Ontario	121	32.2%	80	35.9%
English Quebec	40	10.7%	15	6.7%
New Brunswick	19(+5)	5.1%	14	6.3%
Nova Scotia	24	6.4%	14	6.3%
P.E.I.	5(+2)	1.3%	6	2.7%
Newfoundland	17	4.5%	9	4.0%
Total	376 (+7)	100.0%	223	100.0%

New Brunswick and Prince Edward Island had been sent extra questionnaires to ensure a proportionate return in the low population groups. Our sample of 223 schools then represents slightly more than 10% of the total number of English language secondary schools in the 10 provinces. (From a mailing of 20% of the schools we had 59.6% returns.) A comparison of the percentages in the second and fourth columns of Table 1 show that on a national basis each of the provinces, with the exception of Quebec, is represented very closely in proportion to the number of schools it has.

Since the number of questionnaires representing some provinces is small, it was decided that analysis based on the 5 standard regions of the country would provide more reliable figures. A regional code was added in the machine analysis so that cross-tabulations involving the regions could be quickly calculated. Table 2 gives the regional breakdown of our sample.

Table 2: Regional representation in the national sample

Region	No. of schools in total sample	% of schools in total sample	No. of schools in final sample	% of schools in final sample
British Columbia	55	14.6%	32	14.3%
Prairie	95	25.2%	53	23.8%
Ontario	121	32.2%	80	35.9%
English Quebec	40	10.7%	15	6.7%
Atlantic	65	17.3%	43	19.3%
Total	376	100.0%	223	100.0%

Again, except in the case of Quebec, a comparison of the percentages in the second and fourth columns indicates that our sample is generally representative of the number of schools in each of the regions. Figures based on our final sample of 223 returns, give a fairly reliable view of the national situation.

The sample: a perspective by population group

Table 3: Sample distribution by population group

Population group	No. of schools in total sample	% of schools in total sample	No. of schools in final sample	% of schools in final sample
Under 5,000	174	46.3%	97	43.5%
5,001-25,000	59	15.7%	37	16.6%
25,001-50,000	25	6.7%	19	8.5%
50,001-100,000	29	7.7%	20	9.0%
100,001-500,000	48	12.7%	30	13.5%
Over 500,000	41	10.9%	20	9.0%
Total	376	100.0%	223	100.0%

CANLIT: What is the population of the town or city in which you teach? Please indicate this by checking one of the following categories.

i] under 5,000
ii] 5,001 to 25,000
iii] 25,001 to 50,000
iv] 50,001 to 100,000
v] 100,001 to 500,000
vi] over 500,000

Although we already knew the population of the town to which each questionnaire was sent, this question was included as a check on our work. In the case of a discrepancy, the 1971 census was again consulted.

Table 3 shows that our returns generally represent the stratification of the nation's secondary schools proportionate to the six chosen population groups.

B. The schools: 2 perspectives

The schools: enrollment

CANLIT: What is the enrollment of your school for students grades 9 to 12 [or 13 in Ontario] inclusively?

The figures given by the teachers were grouped into the 6 categories found in Table 4.

Table 4: Student enrollment

Number of students	Number of schools	Adjusted % of schools	Cumulative adjusted %
1-200	41	20.0%	20.0%
201-400	33	16.1%	36.1%
401-700	31	15.1%	51.2%
701-1000	34	16.6%	67.8%
1001-1500	49	23.9%	91.7%
Over 1500	17	8.3%	100.0%
No response	18	—	—
Total	223	100.0%	

Of those responding, 10.7% (22 returns) indicated that the figure given was not for all grades 9 to 12 (or 13), but for fewer grades. However, since 86.6% of the returns had no indication of a change, we can assume that the figures given generally represent the number of students in grades 9 to 12 (or 13) inclusively. As our sample represents a large percentage of schools from relatively small towns (60.1% of the schools are from towns of 25,000 or less), similarly a large percentage of the schools are found in the lower enrollment groups than the higher ones of 1000 or more students. This of course was expected.

It is important to note that our quantitative analysis of the teaching of Canadian literature given in Section 111, Part C, only represents figures and percentages for the number of English departments in our sample (assuming one school has one English department), and not necessarily corresponding percentages of students affected by those policies.

The schools: streaming

CANLIT: Please check what streaming your school includes;

i] vocational
ii] academic
iii] technical
iv] commercial
v] adult training

The five streaming categories in our question seemed adequate for all schools but 6 which noted that individual timetables had replaced streaming in that school. In most returns (159), more than one stream was checked. The average number checked (the mean) was mid-way between 2 and 3 streams. Table 5 shows that of those responding, 74.7% indicated more than one stream.

Table 5: Number of streams in school

Number of streams	Number of schools	Adjusted % of schools	Culmulative adjusted %
1	54	25.3%	25.3%
2	59	27.7%	53.0%
3	49	23.0%	76.0%
4	38	17.9%	93.9%
5	13	6.1%	100.0%
No streaming	6	—	—
No response	4	—	—
Total	223	100.0%	

Two thirds of the schools having only 1 stream were found in the lowest and highest of the 6 population groups. One-third of the schools represented in both the under 5,000 group and the over 500,000 groups reported having only 1 stream.

Generally we can say that most schools in our sample are composite, an important factor when we report later on who studies Canadian literature in the high schools.

The next table, Table 6, shows the nature of these composite schools. Streams are listed in decreasing order of their frequency found in the sample.

Table 6: Distribution of the streams

Stream	Frequency in each stream	% of all returns
Academic	207	92.8%
Commercial	134	60.1%
Vocational	93	41.7%
Technical	84	37.7%
Adult training	17	7.6%
No streaming	6	2.7%
No response	4	0.4%
Total		100.0%

The academic stream is found in 92.8% of the schools. Where a school has only 1 stream, it is most likely academic, and where there are 2 or more streams, the academic stream is most likely one of those.

The schools in this study represent about 10% of all English speaking secondary schools in the 10 provinces. The sample is generally proportionate to the number of schools in each province, in each of the 5 regions, and in each of the 6 population groups. Most schools are composite and include an academic stream.

Response	Number of schools	% of schools	adjusted % of schools
Yes	74	33.2%	34.7%
No	139	62.3%	65.3%
No response	10	4.5%	—
Total	223	100.0%	100.0%

Table 7: Schools offering concentrated course

C. Canadian literature in our schools

CANLIT: In the 1972-73 school year did any students receive the following?

a] a concentrated course, of at least one school term, of Canadian literature.

Table 7 shows that one-third of the schools responded positively.

To leave these figures in their national overview would be misleading indeed. For example, if the Ontario responses were withdrawn from this table we would then have 19 'yes' responses out of 135, or a 14.0% positive response fro the rest of the nation, not a figure near the 34.7% given in the table. Thus it cannot be assumed that one-third of the schools in each province, each region, or even each of the population groups offer this type of course in Canadian literature. The patterns found among the regions and population groups give a clearer and more significant picture.

A regional perspective

Table 8 reads horizontally giving the number and percentage of schools within each region having 'yes' or 'no' responses. Reading Table 9 vertically one can see the breakdown of the final national sample into its regional components. When looking at these cross-tabulations it should be remembered that the number of responses from the English Quebec schools was considerably smaller than that of other regions.

The schools in our sample offering a concentrated course in Canadian literature are not to be found proportionately on a regional basis.

If the regions were generally equal in activity the percentages in Table 8 under column 'yes' would generally be the same. The figures for the Atlantic, Prairie, and British Columbia regions are not significantly different from each other ranging respectively from 15.0%, 11.5%, to 6.3%. But there is a large jump of activity to 70.5% in Ontario.

With only 5 questionnaires representing the 45.5% for Quebec it is difficult to rely on figures for that region. However since North American literature is taught in the 11th year in English Quebec schools, many teachers may be choosing to devote a section to Canadian authors. Unfortunately our study lacks sufficient information to further clarify the English Quebec sample.

Table 9 offers a second way to study the responses. Although Ontario represents one-third (36.6%) of the total sample returns answering this question, it represents three-quarters (74.3%) of the schools responding 'yes' to this question. From this significant difference we can say that the Ontario sample is proportionately high in activity. Also from Table 9 the Atlantic, Prairie, and British Columbia regions are found to be proportionately low in activity when comparing the percentage figures in the 'yes' column to the percentage of the total sample that each region represents.

From our data it appears that a low percentage of schools, approximately 6-15%, from the Atlantic, Prairie, and British Columbia regions offer a concentrated course in Canadian literature. The difference among these three regions is negligible although the Atlantic schools are slightly more active. However, in Ontario and Quebec a significantly higher percentage of schools, 70.5 and 45.5% respectively, offer these courses. Ontario is significantly more active not only when compared with the other regions, but when looking at its proportionate representation in the total sample.

Table 8: Schools within each region offering concentrated course

Region	YES		NO	
	No. of schools within region	% of schools within region	No. of schools within region	% of schools within region
Ontario	55	70.5%	23	29.5%
English Quebec	5	45.5%	6	54.5%
Atlantic	6	15.0%	34	85.0%
Prairie	6	11.5%	46	88.5%
British Columbia	2	6.3%	30	93.8%
Total	74		139	

Table 9: National distribution of concentrated courses by region

Region	YES		NO		Regional % of sample returns
	Number of schools	% of schools	Number of schools	% of schools	
Ontario	55	74.3%	23	16.5%	36.6%
Atlantic	6	8.1%	34	24.5%	18.8%
Prairie	6	8.1%	46	33.1%	24.4%
English Quebec	5	6.8%	6	4.3%	5.2%
British Columbia	2	2.7%	30	21.6%	15.0%
Total	74	100.0%	139	100.0%	100.0%

Population group	YES		NO	
	No. of schools within group	% of schools within group	No. of schools within group	% of schools within group
under 5,000	16	17.0%	78	83.0%
5,001—25,000	10	28.6%	25	71.4%
25,001—50,000	10	58.8%	7	41.2%
50,001—100,000	10	50.0%	10	50.0%
100,001—500,000	16	55.2%	13	44.8%
over 500,000	12	66.7%	6	33.3%
Total	74		139	

Table 10: Schools within each population group offering concentrated course

A perspective by population group

The two sets of figures shown above read as the previous two.Table 10 is read horizontally for percentages within the population group, and Table 11 is read vertically to see percentage distribution among the 6 groups.

Tables 10 and 11 show the schools in our sample responding from population groups of 25,000 or less have a much lower probability of offering a concentrated course in Canadian literature than do schools from towns of a higher population.

Only 17.0% and 28.6% of the schools in the groups under 5,000 and 5,001-to-25,000 respectively offer this course according to Table 10. Schools from the higher population groups show considerably more activity with their percentages ranging from 50.0% to 66.7%.

From Table 11 we get another view with similar results. Although 60.5% of our sample answering this question came from towns of 25,000 or less, a lower percentage, 35.1%, of the schools offering this course came from these same towns.

Responses among the four highest population groups do not vary significantly. In each of these four groups the percentage for the positive response was proportionately higher than was that group's percentage representation in the total sample. Schools from cities with over 500,000 appear to be the most active when looking at these percentage comparisons.

From both of these tables we see a change that occurs fairly distinctly at towns of about 25,000 population. If a school is in a relatively small town it is less likely to have a concentrated course in Canadian literature than is a school in a town with a population over 25,000.

We can summarize with two propositions. One is that a significantly higher percentage of the schools in Ontario, than in any of the other regions, offer a concentrated course in Canadian literature. The second is that a school offering such a course is more likely to come from a town of over 25,000 population (and most likely from a city of over 500,000) than from a town of under 25,000 population.

Population group	YES		NO		Population group % of sample returns
	No. of schools	% of schools	No. of schools	% of schools	
under 5,000	16	21.6%	78	56.1%	44.1%
5,001—25,000	10	13.5%	25	18.0%	16.4%
25,001—50,000	10	13.5%	7	5.0%	8.0%
50,001—100,000	10	13.5%	10	7.2%	9.4%
100,001—500,000	16	21.6%	13	9.4%	13.6%
over 500,000	12	16.2%	6	4.3%	8.5%
Total	74	100.0%	139	100.0%	100.0%

Table 11: National distribution of concentrated courses by population group

CANLIT: If yes, approximately how many students received this course in the 1972-73 school year?

Responses were grouped into one of five categories. Although only 74 schools reported having a course, 75 responses to this and the following two questions were tabulated. Figures have been left as they appeared from the computer, accepting that there was probably a coding error. One return will not affect the general results enough to be significant.

Table 12 suggests that the number of students in a school receiving this course varies widely. Although the mean (the average based on the adjusted frequency) was found to be between 70 and 100 students—about 87 students, few schools actually come near this 'average'. In 45.3% of the schools offering this course, 70 or fewer students in each school were taking it. In only one-third of our reporting sample did more than 100 students receive this course.

These 75 schools are not the smallest ones in the final sample as one might begin to suspect. Of these, 60% (45 schools) have 1000 or more students enrolled in grades 9 to 12 or 9 to 13. Another 17.3% have 500 to 999 students enrolled. It seems then that where this course was offered, a relatively small proportion of students in the school received it in 1973.

Table 12: Number of students taking concentrated course

Number of students	No. of schools	% of schools	Cumulative %
1—35	20	26.7%	26.7%
36—70	14	18.7%	45.3%
71—100	16	21.3%	66.7%
101—199	13	17.3%	84.0%
200—600	12	16.0%	100.0%
Total	75	100.0%	

Number of years	Number of schools	Adjusted % of schools	Cumulative adjusted %
1	13	18.3%	18.3%
2	20	28.2%	46.5%
3	22	31.0%	77.5%
4	8	11.3%	88.8%
5	4	5.6%	94.4%
8-12	4	5.6%	100.0%
Don't know	1	—	—
No response	3	—	—
Total	75	100.0%	

Table 13: Number of years concentrated course available

CANLIT: How many years has this course been part of the English curriculum?

Our figures in Table 13 show that these particular courses appear to be a recent phenomenon.

Of the 75 applicable schools, 71 responded in terms of number of years. For these 71 responses, the mean (average) number of years was mid-way between 2 and 3 years, slightly closer to 3 years. By the end of the 1972-73 school year, 94.4% of the schools in our sample with such a course, had initiated it recently—within the past five years or less.

CANLIT: Is this course available to students of all streams checked in #1, or is it restricted? Please explain briefly.

Although we were looking for responses in terms of the streams mentioned earlier, Table 14 shows that some of the teachers specified grade restrictions.

Response	Number of schools	% of schools
Grade 13 only	20	26.7%
Academic only	18	24.0%
Not restricted	17	22.7%
Grade 10 and above	15	20.0%
Unclassified	3	4.0%
At teacher's discretion	1	1.3%
Not vocational	1	1.3%
Total	75	100.0%

Table 14: Restrictions on concentrated course

Since grade 13 in Ontario is part of the academic stream, we can combine the 26.7% of courses restricted to grade 13 with the 24.0% restricted to the academic stream. In our sample then 50.7% of these courses are restricted to academic students. Another 22.7% said the course was 'not restricted' and so we assume it was available to students of all streams. Yet another 20.0% restrict this course to the higher grades, grade 10 and up.

Three-quarters of the schools represented in Table 14 come from Ontario. A closer look at Ontario, the most active region, might be useful. Table 15 indicates restrictions found in the Ontario sample.

Response	Number of Ontario schools	% of Ontario schools
Grade 13 only	20	36.4%
Academic only	14	25.5%
Not restricted	5	9.1%
Grade 10 and above	12	21.8%
Unclassified	2	3.6%
At teacher's discretion	1	1.8%
Not vocational	1	1.8%
Total	55	100.0%

Table 15: Restrictions in the Ontario sample

Although on a national scale, 22.7% of the schools qualified their course as 'not restricted', a smaller percentage, 9.1%, of the Ontario schools did likewise. Also labelled 'not restricted' were 5 of the 7 courses in the Prairies and 3 of the 6 courses in the Atlantic sample. The remaining 3 Atlantic responses were 'academic only'.

It appears from our sample that where these courses do exist not all students have the opportunity to participate in them. This appears generally across the nation but particularly in the Ontario sample. Our investigation suggests these courses are aimed at the more mature student (in one of the higher grades) and/or at the more intellectually inclined (grade 13 or from the academic stream).

Who receives these courses?

A fairly clear description has so far emerged of the student who is most likely to receive a concentrated course in Canadian literature, in the schools of our sample. This student is most likely to come from an Ontario town or city with a population of at least 25,000. Further, if the student is not in Grade 13 then he or she is probably in grade 10, 11, or 12 of the academic stream.

What does it mean?

Ontario is now in the forefront in the specialized teaching of Canadian literature. Other provinces are moving to increase the Canadian content in the English programs (See pages 17-19). But educators there are faced with a question. Do they want to follow the trend in Ontario, which is to restrict the teaching of Canadian literature to the more advanced student in the academic streams? Ontario's experience will no doubt be useful to the other provinces, but there is no need to follow Ontario's bias in this area.

The previous four questions gave information pertaining to an English course (or part of a year's English program) which was entirely Canadian in content. We also applied the same four questions to courses which were not specifically a study of Canadian literature but were most likely part of the general literature program in the school.

CANLIT: In the 1972-73 school year did any students receive ... an English course which includes some emphasis on Canadian titles?

From 210 returns, tabulated in Table 16, we found that 82.8% of the schools had a course with 'some emphasis' on Canadian titles.

Response	Number of schools	% of schools	Adjusted % of schools
Yes	174	78.0%	82.8%
No	36	16.1%	17.2%
No response	13	5.8%	—
Total	223	100.0%	100.0%

Table 16: Schools offering course with some emphasis

This data unfortunately does not give an indication as to what percent Canadian authors are represented on a general English course. This 82.8% could represent schools that include only one Canadian title to five or maybe 10 titles depending on how 'some emphasis' was interpreted.

This problem arising from poor survey design can be somewhat compensated for by referring to George Crawford's **Barometer Rising** published in June 1973 by the Canadian Council of Teachers of English. Mr. Crawford was commissioned by the **CCTE** to investigate the teaching of Canadian literature in English-speaking public schools.

% of course Canadian	No. of teachers reporting	% of teachers reporting
0- 5%	248	39.7%
6-10%	139	22.2%
11-15%	78	12.8%
16-20%	31	5.0%
21-25%	27	4.3%
26-30%	16	2.5%
31-40%	1	2.4%
41-49%	6	0.8%
100%	16	2.5%
No answer	49	7.8%
Total	625	100.0%

Table 17: Canadian content reported in Barometer Rising

His investigation, concentrated in the Atlantic provinces, lacked representation from British Columbia, Saskatchewan and Manitoba. Where **Barometer Rising** seems lacking in information **Course Countdown** helps fill in the gap and vice versa.

From seven provinces, 625 teachers of grades 7 through 13 reported on Canadian content in their English courses. Teachers were asked the percentage of Canadian drama, short story, novel, and poetry in their courses. **Barometer Rising** (Table 18, p. 43) gives the combined percentage of these four genres; we have reported that information in Table 17.

Table 18 gives the breakdown by genre as found in 4 tables of **Barometer Rising** (Tables 14, 15, 16 & 17, p. 37-

Table 18: Canadian content by genre reported in Barometer Rising

% of course Canadian	DRAMA		SHORT STORY		NOVEL		POETRY	
	No. of teachers	% of teachers	No. of teachers	% of teachers	No. of teachers	% of teachers	No. of teachers	% of teachers
0- 5%	514	82.2%	439	70.2%	437	69.9%	395	63.2%
6-10%	33	5.3%	64	10.2%	62	9.9%	98	15.7%
11-15%	13	2.1%	35	5.6%	35	5.6%	43	6.9%
over 16 %	11	1.7%	33	5.3%	38	6.1%	39	6.2%
No answer	54	8.7%	54	8.7%	53	8.5%	50	8.0%
Total	625	100.0%	625	100.0%	625	100%	625	100.0%

39) Poetry heads the list while Canadian drama seems to be a rarity in the classroom.

Barometer Rising and **Course Countdown** cannot be compared directly because they are based on a different survey design with a different sample. However they can be a check on each other since they investigated the same field of study. Mr. Crawford's figures show that 74.7% of the teachers had an estimated 0-15% Canadian content in their courses. This should be kept in mind when looking at those 78.0% in this report who teach courses with 'some emphasis' on Canadian titles. Where Canadian authors have appeared on English programs up until June 1973 there appears the likely chance the Canadian content was below 15%. Mr. Crawford's conclusion seems appropriate:

> "some cold evidence that the barometer, though rising, is still very low, for a great number of teachers (40%) use none or a minimal amount of our literature, and another 22% are barely beyond tokenism. In some areas and in individual schools the upward movement has been rapid, and seems to be increasing; but in other areas the climb has been slow, and the levels of use extremely low." (**Barometer Rising**, p. 43)

A regional perspective

Given that the majority of schools in our sample do have courses with some Canadian content, it was not surprising that a cross-tabulation giving the distribution of returns by region did not suggest any marked trend.

The percent of schools within each region having these courses ranged from 89.0% (Ont.) to 74.2%(BC). Although the regional differences are relatively minimal, it might be noted that, as with the returns teaching a 'concentrated course', schools in Ontario seemed the most active while those of British Columbia appeared the least active at the time of our investigation.

A population perspective

Similarly, the cross-tabulation of returns by the population groups did not reveal hidden distribution patterns within the national sample.

The percentage of returns within each population group having this course ranged from 100.0% (25,001-50,000) to 78.3% (under 5,000). All 17 returns answering the question from the group 25,001 to 50,000 reported having this course. However, this does not seem particularly significant because each of the other groups also had a relatively high percent response.

Compared to the 'concentrated course' of Canadian literature, our sample shows that courses having 'some emphasis' were widely offered in the nation regardless of the region or population group from where the sample came. However, **Barometer Rising** indicates that this emphasis may be very slight.

CANLIT: If yes, approximately how many students received this course in the 1972-73 school year?

Of the 174 schools responding they have this course, 132 answered this question.

The mean for Table 19, based on the adjusted frequency was found to be between 190 and 200 students. This can be compared with the 'average' number of students taking the concentrated course which was calculated to be about 87 students (Please refer to Table 12).

Number of students	Number of schools	Adjusted % of schools	Cumulative adjusted %
1-99	39	29.5%	29.5%
100-200	36	27.3%	56.8%
201-500	24	18.2%	75.0%
501-900	15	11.4%	86.4%
Over 900	18	13.6%	100.0%
No response (but had course)	42	—	—
Total	174	100.0%	

Table 19: Number of students taking course with some emphasis

Not only is the course with some emphasis found in more schools than is the concentrated course, but the 'average' number of students taking it in each school is more than twice as great.

CANLIT: How many years have some Canadian titles been part of the English curriculum?

Table 20 indicates that this particular course has been in the schools of our sample for a significantly longer period of time than has been the course with a concentration of Canadian authors.

Number of years	Number of schools	Adjusted% of schools	Cumulative adjusted %
1-5	62	40.5%	40.5%
6-15	54	35.3%	75.8%
Over 15	19	12.4%	88.2%
Always	12	7.9%	96.1%
Don't know	6	3.9%	100.0%
No response (but had course)	21	—	
Total	174	100.0%	

Table 20: Number of years course with some emphasis available

Table 21: Restrictions on course with some emphasis

Response	Number of schools	% of schools
Not restricted	107	71.4%
Grade 10 and up	21	14.0%
Academic only	14	9.4%
Grade 13 only	3	2.0%
At teacher's discretion	3	2.0%
Not for academic	1	0.6%
Not for vocational	1	0.6%
Total	150	100.0%

Of the 153 schools responding, two-fifths have taught this course for 5 years or less, one-third from 6 to 15 years, and one-sixth for more than 15 years. We should note that this question did not take into account the age of a school, so that newly established schools probably reported in the 5 years or less category. There are sufficient schools represented in the '6-15' year, the 'over 15' year, and 'always' categories to eliminate the probability that these courses are a recent phenomenon.

Canlit: Is this available to students of all streamings checked in #1, or is it restricted? Please explain briefly.

Of the 174 schools in our sample teaching this course, 150 answered this question.

Access to this course seems considerably less restricted than for the course of 'concentrated' Canadian literature. Table 21 shows that a course having 'some emphasis' on Canadian authors was 'not restricted' in 71.4% of the 150 schools reporting. Thus we assume it was available to all streams. In comparison, only 22.7% of the schools offering a 'concentrated course' said it was 'not restricted'. (Please refer to Table 14)

Although the course with 'some emphasis' appears available to a larger number of students generaliy and to more students in all streams, it is not universally available. It should be remembered that 36 schools responded that they did not have this course and another 13 gave no response. Forty-three schools did indicate a restriction.

The course was restricted to grade 13 in 3 schools, to academic students in 14 schools, and to students of grade 10 and up in 21 other schools. Three schools reported the teacher decides who takes the course, one school reported the course was not for vocational students, and another said it was not for academic students.

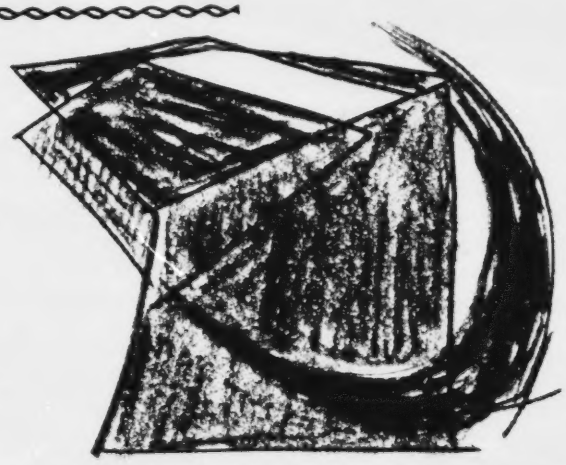
Our returns have suggested there are distinctly different patterns in the teaching of Canadian literature, depending on whether the course is specialized or whether it has only 'some emphasis' on Canadian literature.

Only 33.2% of our national sample reported having a specialized course. The distribution of these schools however was not proportionate to the sample size from each region or from each population group. Ontario was significantly more active than any of the other regions. Also, schools in population groups under 25,000 were less likely to have this course than those from groups of higher population.

Where the course is offered, it appears as a recent addition to the English program, almost always initiated within the past five years. And it appears this course is not available to all students. Generally students from the academic stream or in Grade 13 have the greatest opportunity to take a course specializing in Canadian literature.

By comparison, literature courses having 'some emphasis' on Canadian writers were found in more schools and were available to a larger number of students. This pattern appeared for 78.0% of schools of all regions and of all population groups. Our data does not suggest that this type of course is a particularly recent phenomenon, or that it is restricted to any stream or grade. However, it does appear, judging from Mr. Crawford's study, that the percent of Canadian content is low in these courses, in most cases probably below 15%.

No matter how we look at the returns it is clear that the non-academic highschool student in Canada has the least opportunity to study Canadian literature. The situation is somewhat better for the academic student outside of Ontario, but not much. The academic student in Ontario



seems to have come out on top and by a large margin.

Not all, but more secondary schools in our sample did offer some Canadian literature in their English program. We do not have any evidence suggesting that a particular grade(s) or stream(s) is denied this opportunity. If, however, **Barometer Rising** is indeed a barometer, more questions have to be asked.

Are our educators satisfied that more Canadian highschool students receive so little exposure to Canadian literature? Are there reasons, peculiar to our literature or peculiar to our country, that explain why Ontario has chosen to restrict the specialized courses to academic and grade 13 students? Is it possible that these reasons are just excuses, excuses to obscure inadequacies in our publishing and education systems?

To this point **Course Countdown** has focused on the schools of our sample that do teach Canadian literature to one degree or another. The schools that appear to teach no Canadian literature should be discussed to help complete the picture.

Tabie 22 gives the breakdown of the final sample having both types of courses investigated, of those having only one, and of those having neither course. Table 23 represents the same information but uses only the figures from the Atlantic, English Quebec, Prairie, and British Columbia regions.

Table 22: Sample distribution of course types

Courses	No. of schools	% of schools
Both courses	57	28.5%
Neither course	29	14.5%
'Concentrated' course only	6	3.0%
'Some emphasis' only	108	54.0%
Total	200	100.0%

Courses	No. of schools	% of schools
Both courses	13	10.1%
Neither course	26	20.1%
'Concentrated' course only	1	0.8%
'Some emphasis' only	89	69.0%
Total	129	100.0%

Table 23: Sample distribution, without Ontario, of course types

These tabulations were possible only for the 200 returns where both questions on courses of Canadian literature had been answered. Whether or not Ontario is included in these figures alters one's impression of the national situation. For example, where the Ontario figures are included in Table 22, we see that 28.5% of the schools offered both types of courses. But without the Ontario schools shown in Table 23, this figure drops to a low 10.0%. Also we find that 14.5% of the final sample (29 schools) seem to teach no Canadian literature; but without the Ontario schools this figure increases to 20.1%.

Table 24: Schools within each region teaching no Canadian literature

Region	Offering neither course	
	No. of schools in region	% of schools in region
British Columbia	8	25.8%
English Quebec	2	20.0%
Prairie	9	18.4%
Atlantic	7	17.9%
Ontario	3	4.2%
Total	29	

Population group	Offering neither course	
	No. of schools in pop. group	% of schools in pop. group
Under 5,000	18	20.2%
5,001-25,000	6	18.2%
25,001-50,000	0	0.0%
50,001-100,000	3	15.0%
100,001-500,000	2	7.4%
Over 500,000	0	0.0%
Total	29	

Table 25: Schools by population group teaching no Canadian literature

We further investigated the schools offering neither course. The possibility should be noted that schools which teach negligible Canadian content are also part of these figures. The number of schools and percentage of schools within each region and within each population group with neither course are presented in Tables 24 and 25.

The patterns suggested in these two tables reinforce some of those already seen in this investigation. British Columbia has so far appeared the least active of the regions in teaching our literature. Table 24 clarifies this further showing that one-quarter of the British Columbia schools in our sample taught no Canadian literature in the 1972-73 school year. By a considerable margin, Ontario reports the lowest percentage of schools not teaching Canadian literature. Although the national percentage of schools having no Canadian literature was 14.5%, not one of the other four regions fared as well.

Table 25 is another indicator that schools in towns of under 25,000 population are likely to be less active in the teaching of our literature than are those of larger towns and cities.

This concludes the part of our investigation attempting to find the extent to which Canadian literature was offered in schools of our sample in the 1972-73 school year. Because of the significaant difference in activity found between Ontario and the other four regions, a discussion of the national sample alone is not sufficient.

In 54.0% of the schools in the national sample, the only Canadian content in literature seemed available through a course having 'some emphasis' on Canadian titles. Using **Barometer Rising**, we were able to further suggest that it is likely that only up to 15% Canadian content is represented in more of these courses. With another 14.5% of the schools offering neither of the courses we investigated, **it appears that 68.5% of our final sample offered no Canadian literature or only a minimal amount.**

Figures including only the Atlantic, English Quebec, Prairie, and British Columbia regions are even more dramatic. 69.0% of the schools had only a course with 'some emphasis' and 20.1% of the schools offered neither course. Our figures suggest a depressing picture. Of the schools in our sample **outside of Ontario, 89.0% offered no Canadian literature or only a minimal amount.**

These figures may not be surprising to many of the teachers participating in the survey. A Manitoba teacher from a town of under 5,000 anticipated them and suggested, "Please hand your results to the Department of Education—Manitoba. Perhaps they will be moved to tears and prompted to make a few improvements in curriculum". (We have learned that the Manitoba Department of Education plans to experiment with Canadian literature in the fall of 1974, expecting to make courses official in the fall of 1975.)

Others may find it difficult to believe that so few schools teach their students this part of our national culture. Hopefully not one English teacher who is presently teaching Canadian works in their courses will assume the job is finished. A participant from Ontario speaks from a privileged position about a privileged few: "a tired subject—Canadian studies were neglected 5 years ago—now, by the time a student graduates from year 5 he is familiar with the major Canadian writers and poets—general across Ontario!"

D. Outlook for the future

There appears to be signs in both **Course Countdown** and **Barometer Rising** that Canadian literature will be taught to a greater extent in our secondary schools in the future.

CANLIT: If until June 1973 there was no Canadian literature being taught will it be [is it] included
a] in the 1973-74 school year0
or b] do you plan to include it within a few years?
or c] is the future situation unknown?

It should be noted that the responses to this question are not homogenous. Because of the re-mailing of questionnaires in January 1974 to some schools in English Quebec, New Brunswick, Newfoundland and Prince Edward Island, one-quarter of the responses may be more exact in answering part 'a'. Some teachers gave multiple answers (usually responding to both 'b' and 'c'). Table 26 gives the responses from 55 questionnaires. More than one-half (58.8%) of the respondents forsaw a change in the future.

Responses were not solely from those 29 schools which offered neither course. Some schools offering some Canadian literature, possibly a minimal amount, are also represented.

It appears that 35.3% of those schools responding had or expected to increase the amount of Canadian literature in their English programme for the 1973-74 school year. Another 23.5% anticipated more to be taught within a few years and the remaining 41.2% did not indicate any change in the situation.

	YES		NO	
Future Prediction	**No. of responses**	**% of all responses**	**No. of responses**	**% of all responses**
In 1973-74	24	35.3%	8	11.7%
Within a few years	16	23.5%	2	3.0%
Future unknown	18	26.5%	—	—
Total of 68 Responses				

Table 26: Future changes anticipated

Barometer Rising also suggests that Canadian literature is probably on the increase in the secondary schools. Mr. Crawford's study showed that 70% to 80% of both department heads and members of the English Departments thought more Canadian literature should be taught. **Barometer Rising** (page 32, Table 9; page 40, Table 20) In addition, from the figures of his study, Mr. Crawford estimates that among both teachers and Department Heads the average (mode) of recommended percentages for Canadian content in a literature programme is about 38% (**Barometer Rising**, page 44.)

There is hope that more students in more of our schools will, in the future, have a greater opportunity to become familiar with their country's literature.

Although it appears that until June 1973 a relatively small amount of Canadian literature was offered in our classrooms, we can be encouraged that, if the will of the teachers prevails, this situation will or is changing. More than one-half of our sample teaching little or no Canadian literature expect this to change in the near future. **Barometer Rising** reports from its sample that the majority of both Department Heads and other staff members recommend Canadian literature represent at least one-third of a literature programme. This is a considerable and reasonable improvement on the probable 15% taught in most schools at the time of these two investigations.

Why then had so little Canadian literature been introduced into the secondary schools? Obviously teachers are not the only factor influencing the initiation of and development of these courses. Some of the other factors that we found are discussed in part E of this report.

E. Other factors influencing the teaching of our literature

All teachers participating in the survey were asked to respond to the questions posed by **CANLIT** as represented here in Part E of Section 111. We were interested to discover what effect, if any, the provincial-departments, the Boards of Education, and even the publishing industry might have on the teaching of Canadian literature in the high schools.

CANLIT: Do you feel there is adequate curriculum guidance from the provincial government for those wishing to set up Canadian literature courses?

A few teachers pointed out the flaw in this question. It assumes guidance might be desirable and that it should come from the Department of Education. However, Table 27 shows that 91.1% of the teachers probably found the 'yes' or 'no' response adequate.

Almost two-thirds of the national sample was not satisfied with the role their provincial government had taken in this area. Only 27.4% of the teachers were able to say curriculum guidance was adequate, while 63.7% said it was not adequate. The other 20 teachers were more explicit. From Ontario two teachers commented that guidance is not particularly desirable: "One does not need guidance from the provincial government, just their rubber stamp", and "To my knowledge there is very little. I see this as a distinct advantage and should not be changed." A teacher from Manitoba suggested "guidance might better come from the university faculty."

Table 27: Adequacy of provincial government guidance

Response	**No. of schools**	**% of schools**
Yes	61	27.4%
No	142	63.7%
Partially	3	1.3%
Don't want it	7	3.1%
Don't know	3	1.3%
No response	7	3.1%
Total	223	100.0%

We have chosen to take a detailed look at the 'yes' and the 'no' responses as they were found in each province and then in each region. Breakdowns by each province have not been done with other questions because the number of schools represented in some provinces is relatively small. However, because these responses are related directly to the policy of the individual provincial governments, we are presenting the following list:

Province	Number of schools	
	yes	no
British Columbia	5	26
Alberta	8	18
Saskatchewan	3	6
Manitoba	2	13
Ontario	26	44
English Quebec	5	8
New Brunswick	3	8
Nova Scotia	6	8
Prince Edward Island	1	4
Newfoundland	2	7
Total	61 schools	142 schools

The regional breakdown of these responses, found in Table 28, reveals a relationship between the teaching of Canadian literature and the guidance provided by the provincial governments.

In British Columbia, where we found the least activity in teaching Canadian literature, there is also the greatest percentage of teachers, 83.9%, not satisfied with their government's role. In Ontario and English Quebec (few schools are represented in the English Quebec sample), where the activity was found to be the highest, there is the least dissatisfaction expressed, 62.9% and 61.6% of the teachers respectively.

It appears that where a teacher is satisfied with the degree of guidance a provincial government offers, more Canadian literature is likely to be taught. Yet perhaps what is more significant from this table is that the majority of teachers in all regions reported that this guidance was 'not adequate'.

We then inquired about special courses that might be available for the teachers.

CANLIT: Are there courses available for teachers in your region [whether set up by the province, a particular school board, or otherwise] to use as an aid in teaching Canadian literature?

If yes, to your knowledge are these courses being used by teachers?

Unfortunately we failed to specify whether or not to include a university English course on Canadian literature in these responses. This seemed to have caused some confusion and the meaning of the results are thus limited.

Region	YES adequate		NO not adequate	
	No. of schools	% of schools	No. of schools	% of schools
British Columbia	5	16.1%	26	83.9%
Prairie	13	26.0%	37	74.0%
Ontario	26	37.1%	44	62.9%
English Quebec	5	38.4%	8	61.6%
Atlantic	12	30.7%	27	69.3%
Total	61		142	

Table 28: Adequacy of provincial guidance within each region

Of the 213 teachers responding, almost one-half (103) of them said a course was available and the other half (102) said it was not available. A few others responded that they did not know. Some teachers added that to their knowledge the only courses available were those given by the universities. Of those reporting there were courses available, 52.4% added that these courses were used by the teachers. The others could not be specific.

A cross-tabulation with the 6 population groups showed that these courses are more often available to the teachers of relatively large towns and cities. One-third to one-half of the teachers in towns of 25,000 population or under said such courses were available; two-thirds of the teachers in towns over 25,000 population reported these courses available.

It is interesting that in towns of under 25,000 population where we found the least amount of Canadian literature being taught, it is in these same towns that courses for interested teachers, which might be a factor in changing the situation, are the least available.

Our survey investigated the availability of primary and secondary resources that a teacher might want to include in courses of Canadian literature.

CANLIT: If a teacher does want to set a course, does he or she and the students have access to the necessary anthologies, criticism, and trade books?

There seemed to be a fairly even split among the 217 teachers responding. Accessibility to these resources was noted as a problem by 47.5% of the teachers. Just as many, 49.3% of the teachers, reported they had only partial or no access to these sources.

As with the question about the provincial government, it

Courses offered by schools	YES, have access		Partial access		No access	
	No. of schools	% of schools	No. of schools	% of schools	No. of schools	% of schools
'Concentrated' course only	3	50.0%	1	16.7%	2	33.3%
'Some emphasis' course only	44	41.9%	14	13.3%	47	44.8%
Both courses	37	66.1%	12	21.4%	7	12.5%
Neither course	8	30.8%	1	3.8%	17	65.4%
Total	92		28		73	

Table 30: Access to sources and the teaching of our literature

is interesting to see if any relationship appears between the amount of Canadian literature being taught and the access or lack of access to the 'necessary anthologies, criticism, and trade books'. Table 30 suggests there is a fairly strong relationship in some cases but not all.

The most significant findings are in the schools teaching the most and the least amount of Canadian literature. Where schools offer both courses, 86.1% of them reported having access to the necessary resources. In schools offering neither of the courses, we found that 65.4% of them did not have the same access. Where schools offered only a course with 'some emphasis' a balance appears. 41.9% said they had access and 44.8% said they did not.

It should not be ignored that 30.8% of the schools offering neither course did report that they had access to the information needed. Of the 193 schools represented in this table, 73 of them were teaching some Canadian literature despite the fact they reported having only partial or no access to these resources.

Although access to the 'necessary anthologies, criticism, and trade books' seems associated with the schools most active in teaching Canadian literature, it alone probably is not a decisive factor. Where there is access, some are not teaching Canadian literature. Where there is not adequate access, still others are teaching it.

We suspected there might be particular obstacles for a teacher when developing and/or teaching Canadian literature courses. Our questionnaire posed some solutions and asked for a reaction to these from the teachers.

CANLIT: If sources are or would be inadequate in any way for teaching these courses, please indicate with a check if any or several of the following would improve the situation.

i] if more money were allotted in the school budget for books and materials.

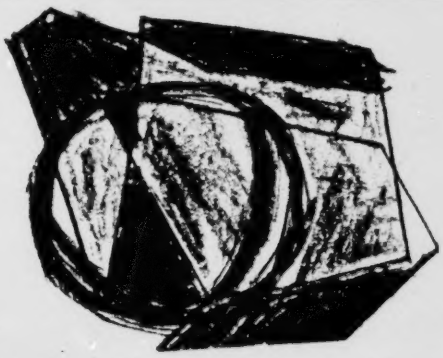
ii] if a bookstore or a bookrack in a local store were to carry a significant number of Canadian trade titles.

iii] if Canadian books were priced more reasonably.

iv] any other suggestions please.

From the final sample, 87% responded to these posed solutions, the other 13% did not. Of those schools responding, two-thirds (64.4%) checked more than one solution, making a total of 369 responses. (This is not including 'any other suggestions please').

The suggestions related directly to financial limitations were responded to most frequently. The call for more



budget money and lower priced Canadian books received 40.1% (148 responses) and 36.6% (135 responses) of the responses respectively. That more Canadian books might be put in local stores was not ignored. One-quarter of the responses (86 responses) were found in that category.

Further study was made into these responses. Cross-tabulations were used to see if those responding to the budget suggestion came from a particular region or from a particular population group.

The teaching of Canadian literature in every region seems to be plagued by a limited budget. The percentage of returns within each region reporting that a larger budget would be an improvement lists as follows: Atlantic, 79.1%; British Columbia, 78.1%; English Quebec, 66.7%; Prairie, 64.2%; and Ontario, 56.3%. Although the Ontario sample appears the least affected by budgets, the difference between Ontario and the other regions is not significantly high.

The cross-tabulation with population groups reveals slightly more variation, yet a patterned relationship between budget problems and these groups does not emerge. The percentage of returns within each population group reporting that a larger budget would be an improvement were: under 5,000, 70.1%; 5,001 - 25,000, 64.9%; 25,001 - 50,000, 84.2%; 50,001 - 100,000, 65.0%; 100,001 - 500,000, 60.0%; and over 500,000, 45.0%.

This problem of inadequate budgets was found in schools of all regions and of all population groups. However, where we found the most activity in the teaching of our literature (in Ontario and in towns and cities over 500,000 population), although the limited budget appears to be a burden, it appears less of an obstacle than that found in the rest of the sample.

Table 29: 1972-73 provincial curricula

This detailed study into the official provincial curricula of 1972-73 was conducted to provide a background for the high school survey. When taking into account the role the provincial departments have adopted in the teaching of Canadian literature; consciously or unconsciously, one gets a clearer understanding of the results of our survey. Quebec has been omitted from this study because material relevant to Canadian literature in the high schools was not available.

The information in this chart was obtained from the curriculum outlines and textbook catalogues supplied by the departments of education. A central problem with this material is that the guidelines and course structures are presented differently and organized differently for teaching in each province. For several provinces the policy of the department can be estimated only from the books listed; in the remainder the department supplied us with policy statements from the heads of curriculum.

As with course structure, the differences in the inclusion of Canadian material varies with the province rather than with the region. In general, none of the provinces, to 1973, places any emphasis on Canadian literature in its high school English courses. Often, the Canadian books on a course are so mediocre that they would not inspire a teacher to choose them over American or English material.

The attitude of departments of education to Canadian literature is improving. Most of the provinces already have or will be initiating pilot projects in Canadian literature. Unfortunately, these courses are being offered only at the senior levels of high school.

Province	Specified Grades	Total no.of English titles	Total no.of Canadian titles	% of Canadian titles	Summary
British Columbia	9-12	48	2	4.2%	To 1973 the British Columbia curriculum includes only one English-Canadian and one French-Canadian novel, both of which are taught in Grade 10. The other grades are left without any suggested selections from Canadian literature. **1973-74:** The Department of Education "encourage(s) the teaching of Canadian literature in (its) public schools." "Consideration is being given to developing Canadian literature courses as electives for senior students." The department has given permission for several locally developed courses in Canadian literature.
Alberta	9-12	240	39	16.3%	This province has the largest percentage of Canadian titles in its curriculum. However, all these titles are only suggested, and with the high total number of titles, a student could pass through high school without being exposed to any Canadian material. **1973-74:** As of this year, no change in policy towards Canadian literature has been indicated for Alberta high schools. "Any future action relative to Canadian content in courses such as secondary English will be in the direction of adding additional Canadian material rather than decreasing it."
Saskatchewan	9-12	60	3	3.3%	Suggested material in a model course outline for grade 10 English includes as its only Canadian material, "a Farley Mowat book". In the teachers' guide, slight encouragement is given to the teacher to use Canadian material, but only if its Canadian aspects are de-emphasized. **1973-74:** The curriculum for this year includes more Canadian material than formerly. Generally, however, it will be the teacher's interest that will determine whether or not these suggested materials will be given to the students.
Manitoba	9-12	141	13	9.2%	In grades 9 and 10 in Manitoba, Canadian content is negligible. In grades 11 and 12, some useful Canadian novels are included. As in the other provinces, the liklihood of Canadian material being chosen is very small, unless the teacher is particularly interested in Canadian literature. **1973-74:** Experimental courses in Canadian literature are expected to be implemented in Manitoba schools in the fall of 1974.

Province	Specified Grades	Total no. of English titles	Total no. of Canadian titles	% of Canadian titles	Summary
Ontario	11-13	177	7	3.95%	Ontario's policy for grades 9 and 10 is to give complete autonomy to the teacher in the choice and presentation of the material. There is no curriculum guideline similar to those in other provinces. The figures for grades 11 and 12 are taken from a curriculum which is still officially in use, but which is used very little at present. The figures for grade 13 are taken from Curriculum S.4 (13). Several pilot courses in Canadian literature are being given in school areas throughout Ontario, especially in larger centres such as Toronto and London. **1973-74:** The Ministry of Education has implemented a policy whereby "two credits in Canadian Studies . . . are mandatory for the successful completion of the Secondary School Graduation Diploma."
New Brunswick	10-12	23	0	0%	From grades 10 to 12 in New Brunswick no titles by Canadian authors are suggested. There is some material edited by Canadians. **1973-74:** An elective Canadian literature course for grade 12 students has been implemented in two New Brunswick high schools as part of a pilot project.
Nova Scotia	9-12	40	3	7.5%	Nova Scotia, which has a well-developed section on mass media in its high school courses, has one of the lowest representations of Canadian literature. A Department of Education leaflet of suggestions for the study of Canadian literature at the junior high school level nullifies any good reason for teaching Canadian material. Like Saskatchewan, the Nova Scotia Department of Education discourages any emphasis on the Canadian aspects of Canadian literature. **1973-74:** The amount of Canadian material has been increased in senior high school courses.
Prince Edward Island	9-12	91	6	6.6%	Prince Edward Island has the average number of Canadian books in its curriculum for grades 9 to 11. Unfortunately, as in several other provinces, there are no Canadian books at all in the grade 12 program. **1973-74:** There is a pilot project in Canadian literature in one high school. The policy of the curriculum committees in the province is to "customarily seek a high percentage of Canadian material."
Newfoundland	9-11	58	3	5.1%	In three years of high school Newfoundland students are exposed to two books by Farley Mowat and one by Arthur Hailey. These three books are representative of the unadventurous choices open to teachers who wish to teach Canadian literature. **1973-74:** There is an increased emphasis on Canadian material, including material on Newfoundland in particular.

Other suggestions from the teachers

At the end of this last question on sources we asked teachers for 'other suggestions' that might help other interested teachers increase or improve the Canadian literature being taught. Not all of the 50 'other suggestions' are directly related to sources for Canadian books and materials. Some seem indicative of other problems.

We are presenting some of the most specific suggestions under five categories. Suggestions appearing most frequently were those citing a need for more reference material and those urging more publicity or education on what is available from publishers that would be suitable for high school study. After each suggestion we have indicated the region from which it came.

For the publishers

"Publishers ought to seek out more 'provincial' authors. i.e. We wish to introduce 'Newfoundlandia' but very little has been published". (Atlantic)

"New Canadian Library series is fine, but not well presented for the average reader—look too 'stodgy'." (Prairie)

"Cover packaging is sombre, to say the least". (Prairie)

For the bureaucrats

Underlying these and other suggestions from the group is a feeling of considerable frustration on the part of the teachers: "If our Department of Education would authorize a course or courses in Canadian literature." (British Columbia)

"Major problem is finding time and staff on timetable as required to fit a course in." (British Columbia)

"More teacher training in Canadian content, both at university and Ontario College of Education."(Ontario)

More reference material

There were several comments stating that 'more reference material is needed'. However, two teachers were more explicit:

"No Canadian texts on drama.i.e. need a book of one act Canadian plays." (Ontario)

"A carefully edited anthology of selected Canadian literature of all types, following in a logical manner the development of Canadian literature in relation also with the social, economic, and political development of our country." (Atlantic)

The teaching of the younger and non-academic student

From Ontario, where there seems to have been the most experience with teaching Canadian literature to high school students, come three informative comments:

"More guidance for teachers in approaching Canadian Literature on an intermediate (grades 7-10) level in a creative way."

"Canada needs authors other than Mowat who would write for the Grade 9 - 10 level, stories of boys and girls—not just **boys**."

"If there were more high interest, low vocabulary books for technical and occupational students."

These others cover a wide area of subjects:

"**Who Has Seen the Wind** is a fine book but hard for North-West coast kids to relate to. Indian students **need** more than anyone else material they can relate to." (British Columbia)

"Encouragement (money etc.) to Canadian authors—both known and prospective writers." (Prairie)

"More appropriately written texts. Leave out American influential language (vulgarities), sex-obsessions, and anti-establishment ideals." (Atlantic)

We continued to probe the teachers about possible problems.

CANLIT: Are there other specific problems for those teaching or those who might wish to set up these courses?

From the 100 'problems' tallied, the most frequent references were: lack of materials, money, inadequate teacher training, and slow moving Departments of Education.

Although some of the responses are somewhat repetitive of the last question discussed, we are presenting a sample of the problems outlined by the teachers. Some of the teachers felt it necessary to repeat their responses 'for emphasis'; perhaps it is a good idea we do likewise.

A sample of the problems is listed under the following seven categories:

Money

"Finances are the major problem - Canadian titles are simply prohibitive in price. Take our situation, for example: We are a small Jr. Secondary school enrolling 300 students. Our annual English 'budget' ranges from $25. - $100.00. Without provincial support, establishment of such courses are financially out of the question." (British Columbia)

"MONEY" (Atlantic)

"Beyond the cost of books no insurmountable problems exist." (Ontario)

Teacher inadequacy

"Familiarity with enough materials, authors on the teacher's part; few of us have had adequate university training or exposure to feel confident in teaching Canadian literature." (Ontario)

"Perhaps a lack of knowledge regarding Canadian literature might be a factor in holding back its teaching." (Ontario)

Low motivation

"There is a problem inherent in the basic lack of Canadian Studies in public schools as a whole. We are a country which does not deem it worthwhile to know itself better." (English Quebec)

"Gross indifference by administration both at local and provincial level; no encouragement; no recognition since English ranks as a 'utility' subject to be taught by anyone who can do nothing else in science or technical fields." (Prairie)

Lack of materials or knowledge of materials

"Adequate knowledge of Canadian publications is not readily available. Some searching has to be done to find the right material for each grade level." (Prairie)

"Difficulty in getting any information on Canadian authors and their works. No teacher guides for novels—so they use ready made American novel with worksheets." (Prairie)

Lack of time

"Lack of time. Teachers have very little time to investigate the difficulties involved in setting up good Canadian literature courses." (Ontario)

Lack of guidance

"Need a concentrated effort on curriculum design for department heads and interested teachers." (Ontario)

"A need for suggested guidelines." (Ontario)

Other problems

"I wonder how much of Canadian literature is valuable for high school study . My reaction to Canadian literature is based, I guess, on one book of poetry that is offered by the Manitoba Dept. of Education on the Grade 10 general course. It's called **A Book of Canadian Poems** edited by Carlyle King and as far as I'm concerned it's for the birds." (Prairie)

"Many 'historic' Canadian writers, such as Ralph Connor (excellent for Grade 10) and Montgomery are out of print. Much early Canadian writing was excellent and contributed to a strong sense of past identity. This is not to disparage contemporary writers who are still in print." (Prairie)

"No! If budgets are slightly increased, if teachers take the time to read and study our literature, and are willing to work imaginatively and seriously with their students, there are no problems, at least no additional problems to those existing in other literature studies." (Ontario)

Teachers in our sample have indicated several factors that might be affecting both the amount of Canadian literature being taught in their schools and the quality of that teaching.

The majority of teachers in all regions reported that the provincial governments were not providing adequate guidance for those interested teachers. The least dissatisfied came from Ontario where we found the most activity in the teaching of Canadian authors. However, a large percentage of the Ontario sample, 62.9%, said this guidance was not adequate.

Accessibility to sources such as anthologies, critical works, and trade books also appeared related. One-half of the respondents reported access to these sources and the other half had only partial or no access. Those schools reporting they had access to the sources were found the most likely schools to also include some Canadian literature in their English program.

Other problems were listed. Those mentioned most often were the lack of money, the lack of reference materials, the lack of suitable material for both the younger students (ages 13 to 16 or in grades 7 to 10) and those of the technical and vocational streams, the lack of suggested guidelines from administrators, and the lack of knowledge of the subject by teachers themselves.

F. Focusing on the classroom

Despite the numerous problems apparent from these past pages, many teachers in our sample are teaching Canadian literature. These next few questions illuminate some details about this literature in the classroom. Perhaps the most informative parts are the table on authors taught for regional interest and the list of authors who have visited high schools in our sample.

The following questions were asked of all teachers who responded that their school had a 'concentrated course', or a course with 'some emphasis', or both. The meaning of the responses is somewhat limited because we do not know to which course a teacher is referring. However, we should remember that in our sample, 108 schools have only a course with 'some emphasis', 6 schools have only a 'concentrated' course, and 57 schools have both courses. Generally the responses in this section probably speak more for the course with 'some emphasis'.

CANLIT: Throughout the school year how many Canadian titles would the student be requested to study or read?

This question seemed to arouse considerable confusion from the respondents, thus limiting the meaning of the figures. Of the 194 schools teaching some Canadian literature, 29.9% of these gave a response of 1-5 titles, 19.6% said the number 'varies', 24.2% gave no response, and the remainder indicated more than 5 titles. Mr. Crawford's approach to this kind of question, asking the percentage of Canadian content in a course, probably reveals more reliable information. From Tables 17 and 18 (page 11) we saw that Mr. Crawford's investigation suggests schools in his sample included an estimated 0-15% Canadian content in their literature programs.

Teachers were asked if books used in classroom study came from sources other than the librairies of the school, English Department or local municipality.

Responses came from 35 schools. Three schools in Ontario noted they had collective buying schemes: "The course costs $12.00. We invest money in a broad paperback purchase—class and partial sets. Students can repurchase books at end of year"; "We have a grade 13 book lease system. Fee is $12.00 per credit"; and "Students pay a fee ($3.00) which is used to build up and maintain a Canadian literature library in the classroom".

Xeroxing illegally was mentioned by a teacher in Alberta: "Anthologies for poetry—both in texts and in handouts that I violate copyright to obtain".

One-third of those responding noted that they lend materials from their private library; others 'run it off' for handouts.

One Ontario school "deals directly with publishers". The teacher added that sources are adequate "but publishers do not 'push' Canadian content enough".

Other sources mentioned were trust funds (for books), university libraries, bookmobiles, complimentary texts from publishers, Scholastic Book Clubs, Longhouse Bookshop in Toronto, donations, and commercial suppliers.

We were interested to find out if teachers included works of regional interest.

CANLIT: Do you include works written by authors from your region or written about your region?

If yes, please name some of the works and their authors.

Table 31: Schools including works of regional interest

Response	Number of Schools	Adjusted % of schools
Yes	97	60.6%
No	59	36.9%
Not Specifically	4	2.5%
No response	34	—
Total	194	100.0%

University courses in Canadian literature, 1962-73

Comments both in our returns and in **Barometer Rising** suggested many teachers were not well acquainted themselves with Canadian literature. This prompted CANLIT to investigate beyond the secondary school. What have the universities, the training grounds for our English teachers, offered to its students in the study of Canadian literature?

A study was made into the English courses offered by 37 Canadian degree-granting institutions for the 10 year period 1962 to 1973. From the undergraduate university calendars we have tabulated three sets of figures: the total number of semesters devoted to all English literature courses in that 10 year period, and a year by year breakdown of both the number of semesters with Canadian content only and the number of semesters with courses having partial Canadian content. Extension and summer courses are not represented.

In the accompanying chart a blank for any year means either that a calendar was not available or that the institution had not yet been founded. An 'O' means a calendar was found but there was no course given. The University of New Brunswick and Memorial University of Newfoundland have been omitted because only one or two calendars were available.

The final data shows a general increase in emphasis on Canadian material in English courses. In 1962-63, 10 of the 37 universities listed offered two semesters of a Canadian literature course. Seven others offered 2 or 4 semesters of courses having partial Canadian content. By 1972-73 all universities in our study had introduced at least one semester of a Canadian literature course.

The least encouraging fact revealed by the data is the low overall percentage of Canadian literature courses available to the English student. Although our information goes back only to 1962, there is no trend suggesting a higher percentage of semesters in Canadian literature had been offered prior to 1962.

In most universities, English graduates since 1962 could have taken only 2 to 4 semesters of Canadian literature, and in a few others up to 6 or possible 8 semesters. Does this provide teachers with sufficient background to meet the challenge of presenting our literature to high school students?

Institution	All English semesters	
	Total Number semesters	Year[s] of missing information
University of British Columbia	814	63-64,70-71
Notre Dame University of Nelson	151	62-66, 67-68, 72-73
Simon Fraser University	337	63-64, 64-65
University of Victoria	600	62-65, 72-73
University of Alberta	770	
University of Calgary	485	62-65
University of Lethbridge	171	62-67, Lethbridge Junior College
University of Saskatchewan (Regina)	376	62-66
University of Saskatchewan (Saskatoon)	430	68-69, 70-71, 72-73
Brandon University	100	62-68, Brandon College
University of Manitoba	620	62-63
University of Winnipeg	356	62-67, United College
Brock University	296	Founded 1964
Carleton University	711	
University of Guelph	357	62-65
Lakehead University	526	62-63, Lakehead College
Laurentian University Of Sudbury	380	62-64, French-speaking only
McMaster University	549	
Queen's University of Kingston	680	
University of Toronto	817	
Trent University	252	62-64
University of Waterloo	711	62-63

Number of semesters with Canadian content only											Percentage of all semesters
62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	
2		2	2	2	2	2	6		6	6	3.7%
				0		0	2	2	2		3.97%
			0	2	2	2	2	2	2	2	4.2%
			2	2	2	0	2	2	4		2.3%
2	2	2	2	2	2	2	4	4	5	5	4.2%
				2	2	2	2	2	2	2	2.9%
					0	0	1	2	2	2	4.1%
				0	1	2	3	3	2	3	3.7%
2	2	2	2	2	4		4		4		5.1%
						0	2	2	2	2	8%
	0	0	0	2	2	2	0	0	0	0	.96%
					2	4	2	2	4	2	4.6%
		0	0	0	0	0	0	2	2	2	2%
2	0	4	2	2	4	4	4	8	8	10	6.8%
			3	2	2	2	2	2	2	4	5.3%
	2	2	2	2	2	2	2	2	8	2	4.9%
		0	0	0	0	2	4	4	6	6	5.4%
0	0	0	0	0	0	4	4	3	3	3	3.1%
2	2	2	4	4	4	4	4	4	4	4	5.6%
2	2	2	4	4	4	2	0	6	8	9	5.3%
		0	0	0	0	2	2	2	4	4	5.6%
	0	0	0	0	0	1	1	3	3	3	1.5%

Number of semesters with partial Canadian content											Percentage of all semesters
62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	
0		0	0	0	0	0	0		1	1	.2%
				0		0	0	0	0		0%
			0	0	0	0	0	0	0	0	0%
			0	0	0	0	0	2	2		.7%
0	0	0	0	2	2	2	0	0	0	0	.8%
				0	0	0	0	0	0	0	0%
					0	0	0	0	0	0	0%
					0	0	0	0	0	0	0%
0	0	0	0	0	0		0		0		0%
						0	0	0	0	0	0%
	1	1	3	1	1	1	4	4	4	4	2.6%
					1	0	0	1	0	1	.8%
				0	2	2	2	0	2	2	3.4%
0	0	0	0	0	0	0	0	0	0	0	0%
			2	2	2	2	0	0	0	0	2.2%
	0	0	0	0	0	0	0	0	0	0	0%
		4	4	2	4	2	0	0	0	0	4.2%
2	2	2	2	2	4	0	0	0	0	0	2.6%
0	4	4	2	2	2	2	4	4	2	4	4.4%
2	2	2	2	0	0	2	0	0	2	0	1.3%
		0	0	0	0	0	0	0	0	0	0%
	2	4	4	4	4	2	0	1	1	2	3.4%

Unfortunately the survey did not define region and thus it appears to have been interpreted both broadly and specifically, and on every level in between. Of the 160 schools responding, we found that 60.6% of them do include works of regional interest, and 36.9% said they do not. A small percentage reported that when they do teach such a work, it is not done so specifically or intentionally for regional interest.

Interpreting 'region' in a broad geographical sense we did a cross-tabulation with five regions of the country. Of those schools teaching some Canadian literature we found the following percentage of schools within each region including regional works:

English Quebec,	66.7%;
Prairie,	56.9%;
Atlantic,	46.5%;
Ontario,	41.3% and
British Columbia,	12.5%.

Because different teachers would have interpreted region differently we cannot put too much weight on these percentages. However, the fact that such a low percentage of the schools in the British Columbia sample teach these works is interesting although not surprising. Until June 1973 these schools were the least active in our sample in teaching Canadian literature.

Possibly more teachers would have taught works specifically from their region if it were not for some problems. One teacher from south-western Ontario commented: "A course in **Local Studies** conceived by the Geography and English Departments at our school would have included a number of regional titles. This course, however, was **vetoed** by our local County Board curriculum director, after the course was planned in detail".

Another Ontario teacher said that the work they were using, **Son of a Hundred Kings**, is "now out of print and if not reprinted, will disappear from the course."

Explaining why no regional works were included, two Ontario respondents wrote: "We could use Leacock's **Sunshine Sketches** but since many university courses have it, we omit it. M. de la Roche—**Jalna** would also be applicable but it does not have literary merit; "and,no works written about northern Ontario". From a town under 5,000 population in Alberta a teacher comments: "As far as I know there are none from this region specifically. I am trying to get Margaret Lawrence's **The Stone Angel** and that's as close as we get".

Considering that the study of Canadian literature appears to be in the embryonic stage in most schools of our sample, (and in some others it has not yet even reached that stage) it has been our policy to include in this report any information which might be of interest to even a few teachers.

We have reported in detail in Table 32 a list of all authors that teachers in our sample said they used for regional interest. The authors are grouped according to the 'region' in which they are taught and are listed alphabetically. Only authors for which a genre or book, story, or poem title was given appear on this table. If only 'poems' or 'short stories' was given, instead of a title, this also appears on the table. The following is a list of all other authors mentioned, again grouped by region.

British Columbia: Andreas Schroeder, Vogt, J.M. Yeats, and Zilber.

Prairie: Douglas Barbour, Mrs. Gaitz, Robert Kroesch, Dorothy Livesay, Stephen Scobie, and Kerry Wood.

Ontario: Milton Acorn, Margaret Atwood, Leonard Cohen, Northrop Frye, Gordon H. Green, Archibald Lampman, Irving Layton, Margaret Lawrence, Stephen Leacock, Gwendolyn MacEwen, Hugh MacLennan, Jay MacPherson, Tom Marshall, Farley Mowat, E.J. Pratt, Al Purdy, Mordecai Richler, and Catherine Parr Traill.

English Quebec: all are reported in the table.

Atlantic: Baird, Will Bird, Cassie Brown, Charles Bruce, Morley Callaghan, Fred Cogswell, Michael Cook, Doust, Frye, Ray Guy, Thomas C. Haliburton, Harold Horwood, Kevin Jardine, Kenneth Leslie, David E. Lewis, Al Pittman, E.J. Pratt, Thomas Raddall, A.R. Scammell, D.C. Scott, Raymond Souster, David Walker, and Ward.

It is hoped that the presentation of this material helps give teachers some understanding of what is happening in the classroom in different parts of the country.

Institution	All English semesters	
	Total Number Semesters	Year[s] of missing information
University of Western Ontario	713	
Wilfrid Laurier University	608	
University of Windsor	728	62-63
York University	508	
Bishop's University	220	68-69, 72-73
McGill University	889	62-63, 65-66
Sir George Williams University	512	66-69
Mount Allison University	464	
Acadia University	368	67-69
Dalhousie University	447	64-65, 70-71
University of King's College	404	65-66, 67-69
Mount Saint Vincent University	246	62-63, 70-71
St. Francis Xavier University	365	67-69
Saint Mary's University	202	62-66, 71-73
University of Prince Edward Island	201	62-69, Prince of Wales College

Number of semesters with Canadian content only											Percentage of all semesters.
62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	
0	0	0	0	0	0	0	0	4	4	4	1.7%
0	0	0	0	0	0	2	2	2	2	2	1.6%
	0	4	4	4	4	4	4	2	2	2	4.1%
0	2	2	0	0	0	2	2	2	4	6	3.9%
0	0	2	2	0	2		2	2	2		5.5%
	2	2		2	3	2	3	5	3	7	3%
2	2	3	3				3	3	5	5	5.1%
0	0	0	0	0	0	2	2	4	4	4	3.4%
2	0	2	2	2			2	2	2	2	4.3%
2	0		0	2	2	2	2		2	2	3.1%
2	0	2		2			2	2	2	2	3.5%
	0	0	0	0	2	2	2		2	2	4.1%
0	0	0	0	0			0	0	0	2	.6%
				0	0	0	0	2			.99%
							2	2	4	4	5.9%

Number of semesters with partial Canadian content											Percentage of all semesters.
62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	
4	4	4	4	4	8	8	4	0	0	0	5.04%
4	4	4	4	4	4	2	2	2	2	2	5.6%
	4	0	0	0	0	0	0	2	2	2	1.4%
0	2	2	2	2	2	2	6	4	8	6	7.1%
2	2	0	0	0	0		0	0	0		1.8%
	0	0		0	0	2	2	2	3	4	1.5%
0	0	0	0				0	0	0	0	0%
2	2	2	2	2	2	2	2	2	2	2	4.7%
0	0	0	0	0			0	0	0	0	0%
0	0		0	0	0	0	0		0	0	0%
0	0	0		0			0	0	0	0	0%
	2	2	2	2	0	0	0		0	0	3.3%
2	2	2	2	2			0	0	0	0	2.7%
				0	0	0	0	0			0%
							0	0	0	0	0%

CANLIT Was anxious to see if schools in the sample were making attempts to bring the high school student in direct contact with some of the authors studied.

CANLIT: Have any Canadian authors visited your school? If yes, who, and what was the students' reaction?

Table 33: Authors' visits to schools

Response	Number of schools	Adjusted % of schools
Yes	49	30.2%
No	113	69.8%
No response	32	—
Total	194	100.0%

Among the schools responding we found that 30.2% had had a Canadian author visit them. Judging from comments to this question it is likely more schools would have arranged such visits if they had sufficient funds. Some schools had worked together co-operatively to arrange such events. To this question one teacher asked "Are you serious?"

The reaction was a favourable one from most students. Two-thirds of the teachers reported a positive or very positive reaction. Almost one-fifth reported a negative or partly negative reaction and the remaining gave no indication. Reactions were expressed in terms such as 'overwhelmed, modified rapture, excited, amazement, pleased, mixed, lukewarm, rather apathetic, and terrible.'

A total of 42 different authors had visited some schools in our sample. Table 35 identifies those authors and the province of the school visited. Each 'x' represents one school visited or one co-operative effort arranged by several schools.

Table 34: Students' reactions to visiting authors

Reaction	Number of schools	Adjusted % of schools
Very positive	14	28.5%
Positive	18	36.8%
Negative or partly negative	9	18.4%
No response	8	16.3%
Total	49	100.0%

We looked at the use of other media found in the teaching of Canadian literature.

CANLIT: Do you use NFB or other films?
Do you use records of plays, poets, or authors?

Responses to both of these questions were almost identical. Of the 194 teachers including some Canadian literature in their program, a high percentage reported using both of these resources. Respectively the responses found in the four categories were:

Yes—73.5% and 73.9%
No—13.5% and 11.9%
'Sometimes'—0.5% and 0.5%
No response—12.5% and 13.7%

Although many teachers in our sample use NFB films, some dissatisfaction with the service was expressed. A common complaint from Saskatchewan, New Brunswick, Prince Edward Island, and Alberta teachers was that when an NFB film might be useful it is not usually available. Still other teachers had high praise for the NFB. From British Columbia came a suggestion that a similar survey as this one be done on the use of NFB films.

The final question asked of teachers in this part reveals some of the more innovative approaches to the teaching of Canadian literature in the secondary schools.

CANLIT: And other resources? Please explain.

The 59 'other resources' were grouped into the three categories of audio-visual resources, community resources, and printed matter (other than books).

The teachers in our sample seemed to most often rely on the audio visual services from their own Board of Education. From it they used filmstrips, slides, tapes, and video tapes. Some have supplemented this by using services in the community such as local poetry readings, local drama clubs, and movie houses. Students in a Toronto school have made interesting use of audio-tape, interviewing authors and recording their readings. Still others mentioned they use Canadian periodicals, newspapers, and tourist advertisements in their study of Canadian literature.

G. Teachers' views

CANLIT: Do you think Canadian students should be required to study their own literature? Please elaborate.

Only 10 teachers did not respond to this question. Of those responding, 76.7% said 'yes', and 10.3% said 'no'. A small percentage qualified their response saying 'sometimes' or 'I don't know'.

The teachers were asked to elaborate and it is these opinions which are probably the most important. It was this question that encouraged the most prolific comments, some of which have polemic undertones.

Although our figures suggest the majority thought students should study Canadian literature, their comments suggest political sensitivity. Yes, teach it, but present it as a choice of study; encourage it for cultural reasons and on its own literary merit.

Teachers from all parts of the country expressed similar opinions. The following is a sample of their comments:

A study by choice

"It should definitely be included as an adequate option (not just tokenism), but I do not think it should be **required** as Shakespeare, for instance." (Atlantic)

"Literature cannot and should not be crammed down students' throats. Canadian literature that students **like** will be read." (British Columbia)

"I deplore the word 'required'. However, the fact that there is a Canadian literature course here makes it (more or less) required. I do have strong feelings on the subject, and perhaps 'urged' is better than 'required'." (Ontario)

"Required suggests force-feeding. When the quality is competitive with English and American literature, then **choice** is the word." (Ontario)

A study of our culture

"Isn't it obvious? We must be one of the few countries in the world that devotes so little time to the study of our cultural heritage." (Prairie)

"Most students couldn't tell the difference between Canadian and American writers, if asked—most could not even name a Canadian author." (British Columbia)

"Many students are not aware that we do have worthwhile Canadian authors." (Atlantic)

"Why not? I would prefer to have my students having to work with **our** AUTHORS (countrymen) than having to learn about English or American authors.....not that I'm against them but it would be a lot more logical." (Atlantic)

"I am a fervent nationalist. I believe that the highest expression of a culture is found in its arts. If Canadians do not 'consume' their own 'product' we will never have a distinctive and worthwhile culture." (Ontario)

"For a Canadian young person to become aware of himself and his total environment and for him to communicate this awareness (surely one of the main objectives of any English program) he must study Canadian literature." (Ontario)

"As a 4th generation Canadian I am appalled at the lack of knowledge of Canada as contrasted with U.S." (Ontario)

"Your question is silly. I know of no culture with a literature that would pose such a question—in the twentieth century." (Ontario)

"Provided it does not become an exercise in chauvinism. I choose material on the basis of a) literary worth, b) suitability. I prefer Canadian above others only if it ranks with others." (Prairie)

"Only if it is worth studying on its own merits, and not at the cost of better non-Canadian books." (British Columbia)

"We feel students should be presented the works of Canadian authors and hopefully made to realize that Canadians have and play a part in world literature." (Atlantic)

"They should be required to study good literature in English even if it's written in Baluchistan." (Atlantic)

"I believe it is time for us to shake off our inferiority complex and find out that some Canadians did have something to say and said it rather well." (Quebec)

"Students should be made aware of what is good Canadian literature but we must avoid the grave danger of ramming material down their throats merely because it is Canadian. It must also be good." (Ontario)

"Good literature must stand on its own merit and there is enough 'good' Canadian literature around to balance any program, but don't cram literary nationalism down their throats." (Ontario)

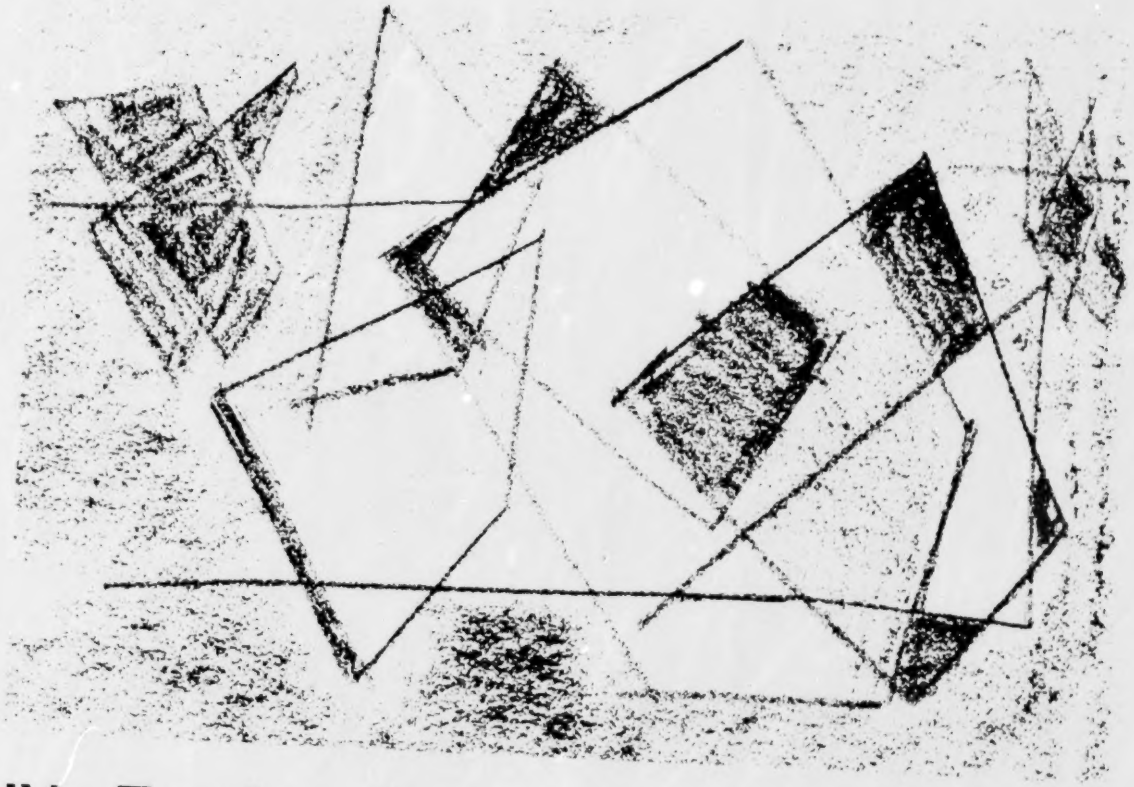
Table 35: Provincial breakdown of authors' visits

Visiting author	B.C.	Alta.	Sask.	Man.	Ont.	Eng. Que.	N.B.	N.S.	P.E.I.	Nfld.
Acorn, Milton					xxxxx					
Adilman, Mona						x				
Atwood, Margaret	x									
Barbour, Doug		x								
Berton, Pierre					x					
Birney, Earle	x					x				
Blaise, Clark						x				
Dudek, Louis						x				
Farmiloe, Dorothy					x					
Gasparini, Len					x					
Gottlieb, Phyllis					x					
Gutteridge, Don					xx					
Hare, Janice		x								
Harris, Christie	x				x					
Hiebert, Paul				x						
Inkster, Tim					x					
Jardine, Kevin										x
Johnstone, G.					x					
Layton, Irving					xx					
MacEwen, Gwendolyn					x					
MacLennan, Hugh							x			
MacNamara, E.					x					
Mathews, Robin					x					
Metcalf, John						x				
Milner, Bruce					x					
Mitchell, W.O.		xx								
Needham, Richard					x					
Nowlan, Alden							x			
Pittman, Al										x
Reaney, James					x					
Rosenblatt, Joe					x					
Ryga, George	x									
Scammel, Art										x
Scobie, Stephen		x								
Smith,						x				
Stevens, Peter					xx					
Theriault, Yves					x					
Thompson, Kent							x			
Ursell, Geoff				x						
Walker, David							x			
Waddington, Miriam					xx					
Webb, Phyllis	x									

Table 32: Authors studied for regional interest

Author	Poems	Short	Periodicals	Title
British Columbia				
Birney, Earle				Turvey
				The Cow Jumped Over the Moon
				The Poems of Earle Birney
Collier, Eric				Three Against the Wilderness
Fry, Alan				How a People Die
Gooderhan, Kent (ed.)				I Am An Indian
				Sepass Poems
Hunter			•	
Lowry, Malcolm				Under the Volcano
Nicol, Eric				Girdle Me a Globe
Ryga, George				Ecstasy of Rita Joe
Stowe				Crusoe of Lonesome Lake
St. Pierre, Paul				Boss of the Namko Drive
				Breaking Smith's Quarter Horse
Wilson, Ethel				Swamp Angel
				Innocent Traveller
Prairie				
Braithwaite, Max				Never Sleep Three in a Bed
Grove, F. P.				Fruits of the Earth
				Settler of the Marsh
Hiebert, Paul				Sarah Binks
Kiriak, Illia				Sons of the Soil
Kreisel, Henry				The Betrayal
Larght, Fred				
Lawrence, Margaret	•			A Jest of God
				The Stone Angel
Leacock, Stephen				Nonsense Novels
MacEwan, J.W. Grant				Eye Opener Bob
MacGregor, James G.				Velni Zemli
				The Land of Twelve-Foot Davis
				North-west of Sixteen
MacNeill, James and				Strawberries and Other Secrets
Sorestad				Tigers of the Snow
Marlyn, John				Under the Ribs of Death
McCourt, Edward				Saskatchewan
Mitchell, Ken				Wandering Rafferty
Mitchell, W.O.				Who Has Seen the Wind
				Jake and the Kid
Mowat, Farley				The Dog Who Wouldn't Be
Ringwood, Gwen Pharis				Still Stands the House
				The Country of Marie Jenvrin
Ross, Sinclair				As For Me and My House
				The Painted Door
Roy, Gabrielle				The Tin Flute
				Where Nests the Water Hen
Ryga, George				The Ecstacy of Rita Joe
Stead, Robert				Grain
Stegner, Wallace				Wolf Willow
Wiebe, Rudy				Peace Shall Destroy Many
				Stories from Western Canada
Wilson, Ethel				Swamp Angel
				Hetty Dorval

Ontario				
Atwood, Margaret				Survival
Callaghan, Morley				They Shall Inherit the Earth
				More Joy in Heaven
				Such is My Beloved
				The Loved and the Lost
Costain, Thomas B.				Silver Chalice
				Son of a Hundred Kings
Davies, Robertson				Fifth Business
				Manticore
Garner, Hugh				Cabbagetown
				Silence on the Shore
				A Nice Place to Visit
				Hugh Garner's Best Short Stories
Grove, F.P.				Settlers of the Marsh
Gutteridge, Don				Riel: a poem of voices
Knister, Raymond				White Narcissus
MacEwen, Gwendolyn				Armies of the Moon
Mazo de la Roche				Jalna
Miller, Orlo				The Donnellys Must Die
Moodie, Susanna				Roughing it in the Bush
Munro, Alice				16" X 12"
Reaney, James				Colours in the Dark
Souster, Raymond				The Colour of Our Times
English Quebec				
Drummond, William H.	•			Habitant Poems
Dudek, Louis				
Gelinas, Gratien				Yesterday the Children Were Dancing
				Tit-coq
				Bousille and the Just
Graham, Gwethalyn				Earth and High Heaven
Klein, A.M.				Rocking Chair and Other Poems
Lemelin, Roger				The Town Below
MacLennan, Hugh				Two Solitudes
Richler, Mordecai				Duddy Kravitz
				Son of a Smaller Hero
				The Street
Roy, Gabrielle				The Tin Flute
				The Water-Hen
				The Cashier
Scott, F.R.	•			
Atlantic				
Buckler, Earnest				Mountain and the Valley
Carman, Bliss	•			
Father Hickey				Scarlet Dawn
				Hobbies Three
Howe, Joseph	•	•		
MacLennan, Hugh				Barometer Rising
				Each Man's Son
Montgomery, L.M.				Anne of Green Gables
Mowat, Farley				Never Cry Wolf
				The Boat Who Wouldn't Float
Nowlan, Alden	•	•		
Pratt, E.J.	•			
Scammell, A.R.	•			
Thompson, Kent				The Tenants Were Corrie and Tennie



Section IV: *Teacher directory*

This directory was compiled to open communication between teachers who have developed courses in Canadian literature and their colleagues who want some practical guidance in developing or improving their own courses. It is not intended to replace individual research by teachers.

Letters, proposing this directory, were sent to teachers from a list of contacts compiled primarily from our survey, the school boards, and individuals in the Canada Studies Foundation.

More than 200 school boards were approached for names and business addresses of teachers possibly having something to contribute to such a directory. It is interesting that only one-fifth of the boards responded with definite contacts.

All contacts received a letter explaining the purpose of the directory and a form to complete if they wanted to participate. Where the teacher filled in the 'Course Outline' section, we assume they have duplicated materials to send; where they have filled in the 'Additional Information' section, we assume that teachers will respond with personal correspondence.

Although few participating teachers requested return postage, CANLIT strongly urges that 14 cents postage be included in every request for a 'Course Outline' and a stamped self-addressed envelope accompany requests for 'Additional Information'.

Anticipating wide distribution and use of this directory, we wish to minimize any financial burdens on the participating teachers. When Course Countdown was distributed to all English school boards, we pointed out that, if this directory is widely used, some teachers may need emergency funds to fulfil requests. We urged the school boards to co-operate immediately with these teachers who are eager to promote and improve the study of Canadian literature in the secondary schools.

In the late fall of this year, all participating teachers will be contacted so CANLIT can determine the use of this directory.

Teachers listed under 'Course Outlines' have mimeographed material to mail; those under 'Additional Information' have offered to share their information through personal correspondence. Those who may not be at their permanent address in July and August have included a summer mailing address.

The reading of this directory may best be explained by using examples immediately below. We assume that the first teacher listed, Steve Bailey, has developed a course, integrated with a social studies program, which is suitable for the grade 10 student. This course includes a mixture of genres and is organized on a thematic approach. In addition he has a list of primary sources used and requests return postage.

The same approach should be followed for reading Additional Information found on pages 37 and 38.

Course outlines

Name and address	Grade Level	Genre(s): General Mixture	Genre(s): Novel	Genre(s): Short Stories, Essays	Genre(s): Drama	Genre(s): Poetry	Genre(s): Literary Criticism	Genre(s): Popular Culture	Course Organization: General Survey	Course Organization: Thematic	Course Organization: Regional	Course Organization: Chronological	Course Organization: Contemporary	Course Organization: Other	Bibliography: Primary Sources	Bibliography: Critical Works	Bibliography: Teacher Aids	Cost	Notes
British Columbia																			
Steve Bailey, 1404 Dansey Ave., Coquitlam, B.C.	10	●								●				● 1	●			Postage	1. Integration with social studies
Carol E. Gives, 4376 Portland St., Burnaby 1, B.C.	11 & 12	●								●	●				●				
Geoff Hargreaves, Cowichan Senior S. S., 2652 James St., Duncan, B.C.	11 & 12	●																	
John A. Marples, 2986 Palm Crescent, Clearbrook, B.C.	11 & 12		● 3			●			● 2	●					●	●			2. Combination 3. Part of novel course
H.G. Wedge, 7765 Lee St., Burnaby 3, B.C.	11 & 12	●							●					● 4					4. Ethnic, industrial, topographical
Alberta																			
Mrs. Merle L. MacKenzie, 11743 - 38A Ave., Edmonton, Alta.	11	●								● 5							● 6		5. Humour 6. Not available until Jan. 75

Name and address	Grade Level	Genre(s): General Mixture	Novel	Short Stories, Essays	Drama	Poetry	Literary Criticism	Popular Culture	Course Organization: General Survey	Thematic	Regional	Chronological	Contemporary	Other	Bibliography: Primary Sources	Critical Works	Teacher Aids	Cost	Notes
Mrs. W.L. Ranson, 2035 - 12 Ave. NW., Calgary, Alta.	10 to 12		●	●		●								● 1	●	●	●	.10 ea.	1. By genre
Saskatchewan																			
A. Haynes, 99 Baldwin Cres., Saskatoon, Sask.	11 & 12		●		●	●					● 2				●	●	●		2. Three outlines
Miss A. Jean MacKenzie, 576 - 26th St. W., Prince Albert, Sask.	12	●							●										
Mrs. J.C. Piller, Box 628, Melville, Sask.	12	●									●				● 3				3. Works added or deleted each semester
Manitoba																			
Mrs. Barbara Kelly, 406 - 660 Dakota St., Winnipeg, Man.	8 to 10					●		●	●						●				
Evelyn Pearce, Dakota Collegiate, 661 Dakota St., Winnipeg, Man. Summer: 206 - 50 Alpine Ave., Winnipeg, Man.	11	●								●	●				●				
Brent Denham, Dakota Collegiate, 661 Dakota St., Winnipeg, Man. Summer: 1015 - 77 University Cres. Winnipeg, Man.	12		●							●									
Bryan Zeman, Frontier C. I., Cranberry Portage, Man.	10 11, 12	●								● 4					●				4. Indian literature

Ontario

John C. Adams, 100 Otter Cres., Toronto, Ont.	13	•								•	•									
Mrs. Margaret Atack, 43 Meadowbank Dr., Ottawa, Ont.	13 12	• •									•		•	•		•				1. Minority groups
William A. Bain, 43 John St., Fenelon Falls, Ont.	12	•								•										
Elaine Balpataky, 434 Broadway, Tillsonburg, Ont.	11	•											•	2			•			2. By genre
Susan Barker, 73 Mayfield Ave., Toronto, Ont.	11 12	• •									•	•				•	3			3. Canadian & American literature
Mollie Bennetto, #303, 9 Morningside Ave, Toronto, Ont Summer: 1565 Colborne Rd., Sarnia, Ont.	13	•									•									
Bernard Boesueld, 8054 Lundy's Lane, Niagara Falls, Ont. Summer: R. R. #2, North Augusta, Ont.	13	•									•					•	•			
Jean Bradford, 969 Waterloo St., London, Ont.	13	•								•										
Harold S. Brown, Clarke Rd. S. S., London, Ont.	13	•								•										
Mrs. Marg Bucholz, 10 Alamein Dr., Kingston, Ont.	11	•									•						4			4. By genre
Patricia Burgess, 143 Leo Ave., Sault Ste. Marie, Ont.	13	•									•						5	•	•	5. Large element of independent study
Lynn Chisnall, 625 Glenhurst Cres., Ottawa, Ont.	13	•								•								•	•	
J. Coupland, R. R. #1, Palgrave, Ont.	13	•															6			6. Individualized

Name and address	Grade Level	Genre(s)							Course Organization						Bibliography			Cost	Notes
		General Mixture	Novel	Short Stories, Essays	Drama	Poetry	Literary Criticism	Popular Culture	General Survey	Thematic	Regional	Chronological	Contemporary	Other	Primary Sources	Critical Works	Teacher Aids		
Helen Fawcett, R. R. #1, Brooklin, Ont.	13	•										•			•	•			
Ann Felix, 22 Stevenson Ave., London, Ont.	10	• 1								•									1. One term only
Ian Fraser, c/o Halton Board of Education, 2050 Guelph Line, Burlington, Ont.	11 & 12	•											•			•	•		
Allan Grose, Fullarton, Ont.	13	•							•						•	•		.50	
Don Guyatt, 17 Jackson Ave., Etobicoke, Ont.	12 & 13			•								• 2			•	•			2. By genre
Mrs. M.L. Heideman, 373 Park St. N., Peterborough, Ont. Summer: Bridgenorth P.O., Ont.	13			•	•		•			• 3	•				•	•	•		3. Montreal & Toronto
Clare Henderson, 379 Spruce St., Oakville, Ont.	13		•						•						• 4				4. Integrated with fine arts and social sciences
David Hillen, 11 Wardrope Ave. S., Stoney Creek, Ont.	13		•						•							•	• 5		5. Article in English Quarterly, Spring 1972
Larry R. Kowlessar, 15 Scace Ave., Brockville, Ont.	12		•						•							•	•		
Paul Legge, 478 East Mile Rd., London, Ont.	13		•						•										
Dorothy P. Loch, Silver Lady Lane, North Bay, Ont.	12		•									•				•			

Eileen McCarthy, Notre Dame College School, 64 Smith St., Welland, Ont.	11	•							•													
Douglas McKay, Apt. 1502, 199 Queen Mary Dr., Oakville, Ont.	13	•							•							•	•	•				
Don McNeil, 11 Pineridge St., Pelgrave, Ont.	13	• 1							•													
Brita Mickleburg, 297 Lorne Ave., Newmarket, Ont.	13	•																				
Mary Ann Neely, 91 Stanley St., St. Thomas, Ont.	12 & 13	•							•							•	•					
Robert E. Nisbet, 15 Broadview Dr., Sault Ste. Marie, Ont.	12	• 2							•		•								Return postage			
Miss Gail O'Grady, 423 Cranbrooke Ave., Toronto, Ont.	11	•							•							•	•					
Mrs. G. de Pooter, 168 Waterloo Ave., Guelph, Ont.	13					•			•							•	•	•				
Helen Popovich, Apt. 1010, 2200 Avenue Rd., Toronto, Ont.	13	•					•		•							•						
Mrs. Dorothy Prosser, 48 Crescentwood Rd., Scarborough, Ont.	13	•							•							•						
G.E. Rogers, 71 Sunnylea Cres., Guelph, Ont.	13	•							•							•						
Evelyn Schoahs, 538 North St., Sault Ste. Marie, Ont.	12	•								•						•	•	•				
Joseph Stalmach, Canterbury High School, 900 Canterbury Ave., Ottawa, Ont.	13	•							•							•						
Mrs. J. Stevenson, Box 393, Chesley, Ont.	13	•							•	•	•	•				•	•					

1. Half course
2. One semester

Name and address	Grade Level	Genre(s): General Mixture	Novel	Short Stories, Essays	Drama	Poetry	Literary Criticism	Popular Culture	Course Organization: General Survey	Thematic	Regional	Chronological	Contemporary	Other	Bibliography: Primary Sources	Critical Works	Teacher Aids	Cost	Notes
Mrs. A. Thompson, 10 Maldon Road, London, Ont.	13	•							•										
Edward Sweet, 9 Picadilly Place, Guelph, Ont.	13	•									•				•				
John D.M. Thorpe, Saunders S. S., 941 Viscount Rd., London, Ont. Summer: 82 Elmwood Ave. E., London Ont.	13	•										• 1			•	•			1. By genre
Alasdair G.B. Wallace, Box 547, Lakefield, Ont.	11	•												• 2					2. Rural, wilderness literature
Miss D. Walsh, 620 James St., Fergus, Ont.	13	•3							•							•			3. Half course
Miss M.M. Westgate, 233 Buckingham Dr., Windsor, Ont.	13	•											•		•				
Richard D. Woollatt, 5061 Brady Ave., Burlington, Ont.	12 & 13	•								•	•		• 4		•	•			4. Specific writers
Henry Yamamoto, Box 1120, Gananoque, Ont.	11	•							•	•	•								
Quebec Mrs. Margaret Dow, 6267 N. D. G. Ave., Montreal, P. Q.	9	•							•						•	•			
	10 & 11	•								•					•	•			
Ruth Evans, 284 Andre Brunet Rd., Kirkland, P. Q.	11		•			•								• 5					5. By genre

New Brunswick Michael O. Nowlan, 514 Gardiner St., Oromocto, N. B.	12	•							•		•				•	•	•			
Nova Scotia J. Redmond Curtis, English Dept., Sydney Academy, Sydney, N. S.	12	•										•			•	•				
Prince Edward Island Paul D. Inman, Ellerslie P. O., P. E. I.	8	•							•						•	•				
Newfoundland Harrison White, Sandy Cove, St. Barbe North, NFLD.	12	•							•						•	•				
Sister M. Basil McCormack R. S. M., St. Catherines Convent, Bonaventure Ave., St. John's, NFLD.	10	•							•						•1				1. Now being developed	

Additional information

British Columbia Sandra Kapral, 230 Corral Dr., Box 11, S. S. 2, Prince George, B. C.	12 & 13	•				•2	•2													2. Emphasized	
Ontario Cheryl K. Douglas, 14 Bernard Ave., Toronto 5, Ont.	12	•									•				•						
John Fanning, 4 Golfcrest Rd., Islington, Ont. Summer: Camp Tamawaka, Huntsville, Ont.	13	•								•						•					

Name and address	Grade Level	Genre(s): General Mixture	Novel	Short Stories, Essays	Drama	Poetry	Literary Criticism	Popular Culture	Course Organization: General Survey	Thematic	Regional	Chronological	Contemporary	Other	Bibliography: Primary Sources	Critical Works	Teacher Aids	Cost	Notes
Alan Grose, Fullarton, Ont.	13	•							•						•	•		.50	
Mary Ann Neely, 91 Stanley St., St. Thomas, Ont.	12	•							•		•							Return Postage	
Mrs. G. de Pooter, 168 Waterloo Ave., Guelph, Ont.	13	•					•		•						•				
Joseph Stalmach, Canterbury High School, 900 Canterbury Ave., Ottawa, Ont.	13	•							•						•				
John D.M. Thorpe, Saunders S. S., 941 Viscount Rd., London, Ont. Summer: 82 Elmwood Ave. E., London, Ont.	13														•				
Alasdair G.B. Wallace, Box 547, Lakefield, Ont.	11	•													•				
Richard D. Woollatt, 5061 Brady Ave., Burlington, Ont.	12 & 13	•							•		•		• 1						1. Specific modern writers
Nova Scotia J. Redmond Curtis, English Dept., Sydney Academy, Sydney, N. S.	12	•										•							
Prince Edward Island Paul D. Inman, Ellerslie P.O., P. E. I.	8	•													•	•			

CANLIT, a non-profit research corporation, began in May, 1973, and is staffed primarily by English graduates of Glendon College and by graduate students of York University. Beginning with an Opportunities For Youth grant, CANLIT has since received major funding and support from the Arts and Culture Branch of Secretary of State, the Ontario Arts Council, and Glendon College.

Our research has concentrated on two areas: the investigation of the teaching of Canadian literature in the nation's secondary schools, reported in COURSE COUNTDOWN, and the collection of literary sales figures from Canadian publishers for the years 1963-72.

COURSE COUNTDOWN, CANLIT's first publication, strongly indicates that the universities, provincial departments of education, and the school boards have taken little responsibility to encourage the teaching of our literary culture in the secondary schools. Where Canadian literature is taught it appears to be because of determined teachers working under strained conditions like limited budgets, a lack of reference material, highly priced Canadian books, and often indifferent administrators.

COURSE COUNTDOWN is presented so that summaries of our findings can be found on pages 8, 9 11, 12, 13, 14, 15, and 21.

This study and production of COURSE COUNTDOWN would not have been possible without the generosity of all funders and the co-operation of Glendon College.

This study could not be completed without recommendations from the researchers. We urge that a co-operative strategy be designed which will actively encourage the teaching of high quality Canadian literature in our secondary schools. Participants should include provincial departments of education, universities, school boards, individual teachers and teachers' groups, and other federal and provincial government agencies. We recommend a national body be set up to co-ordinate these activities and that the strategy include the following:

1. English budgets should be increased immediately.
2. Courses should be designed to meet the teaching needs of interested teachers.
3. These courses should be free and accompanied by a reduced teaching load for the participating teachers for the duration of the course.
4. Where a teacher does not have easy access to these courses, funds be provided to bring the courses to the teachers.
5. Particular efforts should be made to design suggested guidelines for teaching Canadian literature to young students, ages 13 to 15, and to non-academic students.